

# Earlyworld Nursery

Inspection report for early years provision

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**Unique reference number** 208193  
**Inspection date** 25/11/2011  
**Inspector** Ann Sheldon

**Setting address** Earlyworld Nursery, Hadley Park, Telford, Shropshire, TF1  
6AF  
**Telephone number** 01952 272700  
**Email**  
**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Earlyworld Nursery, Hadley Park is a privately owned day care nursery and was registered in 1998. It operates from a two-storey purpose built building in Hadley Park, which is a suburb of Telford, Shropshire. Children have access to a fully enclosed garden available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.15pm. A maximum of 115 children attend the nursery at any one time. There are currently 116 children attending who are within the early years age range and attend on various days and sessions. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery provides early education funding for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 42 members of staff. Of these, 22 hold appropriate early years qualifications at level 2 or above. The nursery is supported by a qualified teacher. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in this welcoming nursery. They are generally safeguarded, but due regard is not given to maintaining adult to child ratios in all rooms and regular checks of first aid boxes are not fully effective. Children make generally satisfactory progress in their learning and development. Limited resources inhibit children's ability to broaden their knowledge of other cultures. Partnerships with parents and other providers are strong and support smooth transitions. The staff team reflect on practices and have made some changes to the provision.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the range of resources to support children's opportunities to develop positive attitudes towards diversity
- monitor children's patterns of attendance and their involvement in key worker group activities and use this information to inform planning so that all children experience a full range of learning opportunities across the six areas of learning
- consider at all times whether the deployment of staff is effective in meeting the needs of all children.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is generally well safeguarded. The nursery ensures that all staff are vetted and are safe to work with children. Safeguarding procedures are up-to-date and staff are aware of signs and symptoms of abuse and the procedures to follow should they need to report concerns. Risk assessments are thorough and regularly reviewed. Daily checks are carried out to ensure that the environment is safe for children to play and move about. Overall the staff to child ratios are met; although, full consideration is not given to the effective deployment of staff at various times throughout the day in meeting the children's needs.

Staff's knowledge of the Early Years Foundation Stage is inconsistent across the nursery which limits some staff's ability to support children effectively. Staff hold appropriate levels of qualifications and work very well as a team, helping to create a positive environment where children feel settled and happy. Staff undertake regular update training, such as, safeguarding children and first aid courses. Resources in the nursery are well maintained, labelled clearly and generally well laid out so that children can access them. There are limited toys and books to support and broaden children's knowledge about other cultures, but a good range of posters on walls represent a diverse community. Some staff's knowledge of other cultures and religions is limited.

The nursery team evaluate their practices on a regular basis and identify areas to be improved. Improvements have included; the introduction of a new hand wash foam system throughout the nursery, the addition of large colour and shape signs to the garden where younger children play to enhance the outdoor learning opportunities, and a new corridor link way to join the two pre-school rooms together to make both rooms' resources more easily accessible for both age groups further enhancing the learning experience. In addition, they are supported by the local authority and work with their support to make improvements to the quality of the provision. They are in the process of completing assessments of practice using recognised ratings scales. Partnership with parents is strong. Parents are well informed about the provision prior to their children starting. Observations of children are shared with parents every two weeks and they are asked to add observations of their children's learning at home. This means that the nursery and parents work in tandem to support progression. Partnership with other settings that children attend is good. The nursery shares written reports of children's progress and visit other settings to ensure smooth transitions for children.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and well-settled in this nursery and experience a generally enjoyable programme of learning and development. The daily routine supports generally effective learning. For example, children learn to recognise their names as they read their name cards when self-registering. Children's enjoyment is

enhanced and their learning is effectively extended when staff join in appropriately with their play and discussions, however, this does not happen consistently across the nursery. Staff observe children regularly and plan next steps for progression. However, staffs' knowledge of appropriate next steps is not secure across the nursery, limiting progression in some rooms. Children regularly participate in key group activities. However, in some instances children's patterns of attendance mean that they are not always able to access the full range of learning experiences.

Children enjoy reading and looking at books on their own and in small groups and are developing an interest in written words. Older children have many good opportunities to mark make and draw and are developing skills in writing their names and numerals. Children problem solve well in the toddler room as they complete challenging puzzles. Older children recognise numerals and have good opportunities to count to 10 and beyond. Age appropriate computer programmes are enjoyed by children who match shapes and bask in their successes. Babies use movement and senses to focus on, reach for and handle objects as they enjoy exploring the discovery bottles. Consequently, children are making satisfactory progress in all six areas of learning. Children's behaviour is managed well by the staff and in a manner appropriate for their stage of development. Therefore, children are learning to share, take turns and respect one another.

Regular fire evacuation drills ensure that children would know what to do in an emergency situation. Staff remind children to move about the building safely, such as, when walking up and down stairs. The nursery has been awarded the Platinum Food Award for offering healthy food choices. Children benefit from meals which are freshly prepared, appetising, varied and nutritionally balanced. Children are learning hygienic practices as they wash their hands after using the toilet and prior to meals. They have good access to fresh air and exercise when they play outdoors, which positively promotes their overall health and well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met