

# Small World Day Nursery

975 Stratford Road, Hall Green, BIRMINGHAM, B28 8BG

<b>Inspection date</b>	02/01/2013
Previous inspection date	21/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- All children develop good physical skills and maintain a healthy lifestyle as they use a wide range equipment in the outdoor area. Activities in the garden enable children to explore and investigate the natural world.
- Children benefit from effective individual settling-in sessions, which supports their emotional well-being and attachments with staff.
- Children are well behaved and have a good range of opportunities to promote their independence, which helps them prepare for the next stage in their learning.
- There are effective partnerships with professionals from health and education, which supports individual children, particularly those with special educational needs and/or disabilities.

### It is not yet outstanding because

- Some staff do not have a secure knowledge of the characteristics of effective teaching and learning, which means they are not always aware of the different ways children learn.
- The nursery does not liaise directly with other settings which children attend and this has scope to improve to promote better consistency in children's learning.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in all playrooms and outside in the garden.
- The inspector carried out joint observations with the manager.  
The inspector looked at children's assessment records, planning documentation, risk assessment, accident records, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kashma Patel

## Full Report

### Information about the setting

Small World Day Nursery was registered in 2009 and is one of three nurseries run by Russell Nursery School Ltd. It is registered on the Early Years and the compulsory part of the Childcare Register. The nursery serves the local area and is accessible to all children. It operates from a large detached building in the Hall Green area of Birmingham. Children share access to two enclosed outdoor play areas.

There are currently 81 children on roll who are within the early years age range. The

nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. Children attend for a variety of sessions. The nursery is open each weekday from 7.30am to 6pm. They close for Bank Holidays and one week at Christmas.

The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications to level 3 and four hold at level 2. There is one member of staff working towards a level 2 qualification. The setting receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance activities for children by extending staff awareness of the characteristics of effective teaching and learning
- develop further partnerships with other settings who deliver the Early Years Foundation Stage to promote better communication and consistency in children's learning.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress in their learning and development as they access a wide range of play opportunities which cover both the prime and specific areas of learning. Daily observations inform weekly planning to ensure that activities are appropriate, interesting and challenging. The educational programme clearly identifies individual learning and the next step in children's learning, however, there is scope for improvement in this area. Staff are less secure in their knowledge of some of the different ways children learn and do not include the characteristics of effective learning in the weekly planning.

Staff plan a range of activities to help younger children develop skills in communication and language, physical, personal, social and emotional development. This ensures children have a firm knowledge base from which they can build on and learn new skills. Children develop their vocabulary and early communication skills as they enjoy songs and rhymes. Children develop their creativity through a wide range of messy play, such as paint, shaving foam and cooked rice, which enables them to express themselves and learn about different textures. Children learn about numbers, colours and shapes through activities

and routines. For example, they count, compare and sort various objects, such as buttons and construction toys. Numbers lines are displayed in the nursery to further reinforce children's awareness. Older children have good opportunities to help them learn and recognise their names. For example, names are displayed on coats pegs, work boxes and lunch mats which help to reinforce their learning. There are a good range of books and resources which promote children's understanding of the wider world, and bilingual staff speak in the community languages, which supports children with English as an additional language.

Parents are fully involved in their children's learning, both at the nursery and at home. For example, each playroom has a board where parents place 'wow' moments about their children. This is then used to plan future activities.

### **The contribution of the early years provision to the well-being of children**

Staff collect detailed information from parents about children's routines, interests and preferences, which is used plan activities for children. There are good settling-in procedures which are tailored to meet the needs of individual children. This, along with an effective key person system, supports children to form secure bonds with their main carer. Staff ensure that younger children have their comforters nearby so can access them easily if they need to. All children show a good sense of belonging within the nursery. They display good levels of confidence as they access a wide range of equipment to promote their choice and independence. Children are well behaved due to staff's consistent praise and encouragement. Children have opportunities to develop their self-esteem through the effective 'helper of the day' system. They take responsibility to help out at snack time by giving out cups and plates, and at lunch time older children serve their own food, which develops their self-help skills. This also enables them to make choices about what they want to eat and how much. Children enjoy freshly prepared meals which promote healthy eating and meet their individual dietary and cultural requirements.

Good use is made of the outdoor play area to promote and extend children's learning. Younger children have their own secure area which is appropriate for their development, while older children access areas which are more challenging for them and promote their physical development. For example, older children investigate the 'bug hotel' which is a wooden house with holes where insects can be found. Children learn about growing as they dig the soil and plant various seeds which they care for. They learn about recycling as they collect water in small plastic bottles on a line and use this to feed the plants. Children learn about being safe as they talk about traffic light colours and what they mean, which promotes their awareness of road safety.

There are some good procedures for children who attend other settings, such as the nursery school. Staff talk to both parents and children to promote continuity in children's learning, but this has scope for further improvement to ensure more detailed information is exchanged directly with the nursery. There are effective procedures for transition, both within the setting and with local schools, to help children settle quickly as they move on to the next stage of their learning. For example, in the setting, children visit other play areas on several occasions before they move across and staff exchange information on children's

individual requirements. Children prepare for school through activities and stories which ensure they are well prepared for the next stage in their learning. Teachers from the local school also visit the setting to further support a smooth transition.

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

The inspection took place following information received about staffing ratios. The inspection found that ratios were met, although, had recently been reviewed and improved due to a recent incident. The owner has taken secure steps to ensure staff deployment is robust at all times and has improved procedures for reporting staff absences and sickness to ensure appropriate cover can be quickly obtained. The nursery takes positive steps to safeguard children. Information on safeguarding procedures is displayed and accessible to all staff to ensure they are aware of what to do and who to contact if they have concerns about children's safety and welfare. Daily checks and detailed risk assessments help children to stay safe in the setting and on outings.

All staff have received information and support on the revised Early Years Foundation Stage which helps them to deliver the learning and development requirements. Regular appraisals, peer observations and supervisions help to identify further training needs to ensure staff have the essential skills to help young children learn. Both owners are actively involved and update staff on current practices on a weekly basis. Staff use questionnaires on a regular basis to seek parents' views to help make improvements. For example, a parent's request for extra security lighting was addressed to further promote children's safety.

There are effective systems for monitoring the educational programme to ensure it meets the needs of the children. Staff carry out regular observations and evaluate activities on a weekly basis in order to plan for the following week. In addition to this, regular staff and room meetings are overseen by management team to ensure all staff are aware of the requirements of the Early Years Foundation Stage.

There are well-established partnerships with parents and other agencies to ensure all children receive the support they need to develop and learn to their full potential. Staff regularly liaise with other professionals, such as an educational psychologist, Special Educational Needs Coordinator and speech and language therapists.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY399819
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	896307

<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	67
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Russell Nursery School Ltd
<b>Date of previous inspection</b>	21/12/2010
<b>Telephone number</b>	01216933071

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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