

Small World Private Day Nursery

2 Liege Road, Leyland, Preston, Lancashire, PR25 2ES

Inspection date

25/02/2013

Previous inspection date

29/10/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Poor planning for the educational programmes and a lack of stimulating resources prevent a suitable balance of interesting activities across all seven areas of learning. This means that children are not always motivated to learn and sometimes lack enthusiasm.
- Observation and assessment of children's learning is weak. Staff lack sufficient knowledge of how to assess children. This means that plans for children's individual learning needs are not identified.
- The provider's lack of understanding of the welfare requirements impacts on the safety and well-being of children. In particular, areas of the premises are not kept suitably clean and there are a number of safety hazards.
- Self-evaluation is not sufficiently developed to focus on those areas, which need most improvement, therefore, provision for children does not continually improve.

It has the following strengths

- Food is healthy and nutritious and promotes children's good health.
- Staff are kind and caring with all children, which results in them feeling safe and secure in the setting. New children settle well under their care.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 toured the premises and visited the outside area.
- The inspector observed children within the nursery, their interaction and involvement with the staff and their peers.
- The inspector observed all relevant documentations provided.
- The inspector also took account of the views of parents and carers spoken to on the day and the information included in the self-evaluation form.
- The inspector spoke to staff, the deputy manager and the registered provider at appropriate times throughout the observations.

Inspector

Ferroza Saiyed

Full Report

Information about the setting

Small World Private Day Nursery was registered in 2005 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Leyland in Lancashire, amidst residential properties and is managed by a private registered provider. The nursery serves the local area and is accessible to all children. It operates from single story building and there is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff, of these, eight hold appropriate early years qualifications at level 3 or above and one at level 2. A cook is also employed. The nursery is a member of the National Day Nurseries Association. Advice and support is received from the local authority.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 41 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the resources and delivery of the educational programme by implementing a systematic approach to planning effectively to ensure that the prime and specific areas are covered in sufficient depth and breadth
- make precise and regular observations on individual children and use them effectively to accurately monitor their progress, identify their next steps in learning and plan appropriate activities to ensure that they make good progress towards the early learning goals
- ensure all staff have the appropriate training, skills and knowledge to develop effective teaching to enable them to; guide children's development through positive interactions; provide children with challenging and motivating learning experiences
- ensure appropriate arrangements are in place for supervision and appraisal of staff to foster a culture of continuous improvement and promote the interest of children
- demonstrate how the legally required staff ratios are maintained at all times, for example, by maintaining records of staff attendance
- ensure children receive care in premises that are clean and free from hazards at all times and that risk assessments are used effectively to support this.

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

- develop self-evaluation to bring about improvements for children and the quality of teaching.

Inspection judgements

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

Not all staff have a secure knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. This means that the quality of teaching is inconsistent across the nursery and children's learning needs are not adequately met. Although, some staff use observations to collect information about children's interests and learning styles, there are significant inconsistencies in practice. Monitoring of staff practice is ineffective in addressing these inconsistencies. This means

that children's activities do not reflect their individual learning needs and therefore, lack interest and challenge. Additionally, there is no effective method to review children's starting points or monitor and support their progress towards the early learning goals. Children with special needs and/or disabilities or who speak English as an additional language also do not make sufficient progress. Although, there are some written plans displayed, these do not reflect children's current interests or abilities.

Staff collect information from parents about their children's interests when they first start. This enables staff to gather initial starting points. However, because planning and assessment is weak, these have little impact on the staff's ability to plan motivating learning experiences for all children. Each child has a daily diary, which is completed by their child's key person. This gives parents a suitable understanding of their children's welfare and activities, which they have enjoyed. Some staff have sufficient understanding of reviewing children's progress when they are aged between two and three years. This means that they provide an assessment of a child's strengths at this point or identify where further support may be needed.

Staff provide insufficient toys and resources in the 'Rainbow and Sunshine' rooms. They fail to challenge children and promote active learning, which means that they make limited progress. For example, the outdoor area and areas, such as the home corner, do not inspire children to use their imagination, due to the lack of toys and equipment. Children settle well on arrival and demonstrate that they are happy in the care of the staff. New children are given time to explore their surroundings at their own pace and staff interact with them at appropriate times. Some available resources provide children with limited interest and there are some opportunities to choose resources, such as, painting, construction and writing equipment. Older children have the opportunity to develop skills in using the computer. They independently choose activities using the mouse and keyboard. Children's language development is adequately fostered because staff talk to them as they play and encourage friendly conversation.

Children are provided with opportunities to learn and develop an awareness of the diverse culture in which they live, as staff understand differing cultures. Some children acquire the skills, which they need to help them in the next stage of their learning, such as in self-care and communicating with others. Staff do not capitalise on this to take learning and development forward. Any development made by children is more by chance than design.

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

The setting is not particularly welcoming for children, with limited resources and lack of colourful displays and poor maintenance of the setting. However, children have developed close, warm relationships with staff, who are kind and caring. A key person system is in place. Ongoing information about progress is shared only during general conversations. Adequate strategies are in place to manage children's behaviour. However, the poor use of resources means that children sometimes lack enthusiasm for learning and as a result, leads to unwanted behaviour. Children are praised when they do well, which generally builds self-esteem and confidence, such as when young children demonstrate independent in self-care activities. Their safety is promoted appropriately. Children learn how to keep

themselves safe, for example, by participate in regular fire drills.

Meals are freshly prepared and cooked on-site. Food is plentiful and served in appropriate quantities to meet children's nutritional needs. Children enjoy healthy snacks and older children take an active part in food preparation, so that they develop some understanding of healthy foods. A range of healthy snacks are provided and children have access to fresh drinking water as and when required. Young children do not always learn the importance of hand-washing before snack time because staff sometimes fail to give gentle reminders. Younger children spend too much time waiting for their food and become restless and distracted. Older children show some independence in their self-care, for example, they take off their own coats and hats after outdoor play. This helps to prepare them for the next stage in their learning.

Outdoor play is incorporated into the daily routine, so that all children spend time enjoying the fresh air. However, the lack of outdoor resources and no clear planning to support staff in providing stimulating outdoor learning means that children do not acquire new physical skills to boost their confidence. However, staff do provide alternative to outdoor play, such as dancing to music and blowing bubbles in the wind, which children enjoy.

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

This inspection was completed as a result of a complaint against the provider. The leadership and management are inadequate because the provider does not make sure that the welfare, learning and development requirements of the Early Years Foundation Stage are sufficiently implemented. The provider does not have an adequate picture of what is happening in the nursery, so practice does not improve. Staff do not have clear guidelines, which the leadership and management team monitor, hence, policies and procedures are not always followed. The nursery is not kept suitably clean and well maintained, so children's health and safety is compromised. Risk assessments are not used effectively to support this aspect of the nursery. The provider is unable to demonstrate that minimum staff ratios are met at all times to ensure children's safety and well-being because she does not maintain a record of staff attendance. Staff supervisions are not completed regularly to support their ongoing development and identify further training needs. Therefore, staff do not have opportunities to undertake training to ensure that they have appropriate skills and knowledge to support their work with children. These omissions are breaches of legal requirements.

Staff have a sound knowledge and understanding of the safeguarding children procedures and some have attended training to ensure their knowledge is up to date. This helps to adequately minimise the risk of child abuse. Required documentation is in place, such as accident records and children's personal information. This adequately promotes children's safety in the event of a fire. Recruitment procedures ensure staff are safe and suitable to work with the children, as criminal record checks are carried out and references obtained. Staff are vigilant about the security of the premises and check all visitors before entry.

The provider does not promote a culture of reflective practice to help staff feel supported

in their role. Staff are left to make decisions on their own, which does not always have a satisfactory impact upon the children's development. There are limited arrangements in place to monitor the staff's knowledge of their key children but these do not work because children's individual learning is not appropriately planned. There is little understanding of the learning and development requirements in the 'Rainbow and Sunshine' rooms, as a result, children do not reach their expected level of development. Staff have limited knowledge of what they are planning for the children and why they are doing activities. For example, pasta activity was put out but staff had no reasoning as to why they were doing the activity. This does not promote a learning environment where children will develop. Consequently, the educational provision is poor and children are not making sufficient progress individual learning and development.

Procedures are in place to carry out the progress check at age two years when required and staff share the information with other agencies, such as health visitors. Staff develop close relationships with parents and there is a clear exchange of information about their children's day at collection time. Parents speak well of the nursery and the staff and are happy with the care provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- conduct a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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

Unique reference number	EY311584
Local authority	Lancashire
Inspection number	905906
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	44
Number of children on roll	41
Name of provider	Diane Jane Watkinson
Date of previous inspection	29/10/2009
Telephone number	01772 454166

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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, which are usually the childminder's 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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