

Smallworld Day Nursery

2 North Green, Staindrop, DARLINGTON, County Durham, DL2 3JN

Inspection date

Previous inspection date

22/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are well-safeguarded. All staff are well-informed about child protection issues and the premises are safe. The manager ensures that all staff fully understand how to keep children safe and follow all necessary guidelines.
- Children with additional needs are well-supported to make as much progress as possible in their learning, with staff working closely with parents and other involved agencies.
- Partnerships with parents are strong. Parents speak highly about the nursery and the different ways staff support them in helping their children to settle and involve them in their learning.
- Staff plan a range of interesting and exciting activities, particularly outdoors, these are based on children's interests. Consequently, children are motivated, keen to learn and making good progress in their development.

It is not yet outstanding because

- There is scope to improve the lunchtime arrangements, particularly in the pre-school room, so children do not become restless and can more easily serve their own food.
- Displays and books, particularly in the baby room, do not yet include photographs of children's families, friends, pets and favourite people to further promote children's conversations.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the manager at the beginning of the inspection and throughout the day.
- The inspector observed activities in the three base rooms, the dining rooms and in the garden area and spoke to staff and children at appropriate times.
- The inspector took account of the views of parents and carers spoken to at the inspection and in the recently completed questionnaires.
- The inspector conducted a joint observation with the manager.
- The inspector sampled children's assessment records and planning documentation, checked evidence of suitability and qualifications of practitioners working with children and looked at some written policies.

Inspector

Karen Tervit

Full Report

Information about the setting

Smallworld Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted shop in the Staindrop area of Darlington and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from three main rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and 12 hold appropriate early years qualifications at level 3, including one with Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 86 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 with special needs and/or disabilities.

What the setting needs to do to improve further

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

- review lunchtime arrangements so that children in the pre-school room can serve themselves more easily and do not become restless

- extend children's conversation skills, for example, by sharing photographs of children's families, friends, pets and favourite people.

Inspection judgements

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

Staff have a very clear understanding of the seven areas of learning. They have recently successfully implemented new systems for observation, assessments and planning, following input from the local authority. Children's developmental journeys and tracking systems show how they are making good progress towards the early learning goals and developing the necessary skills in readiness for school. Observations of children's interests and progress are used to plan challenging, personalised learning experiences for them. For example, room stories and simple observations are effectively used to highlight the next

steps in children's learning so staff can plan further meaningful activities for their key children.

Staff show great interest in what children are doing and notice and praise their achievements. This encouragement motivates children to persevere. For example, they show good levels of concentration as they make animal footprints using mud on a large piece of paper, following on from their interest in their own footprints. Staff talk with the children about what they are doing and ask questions to help them make links in their learning, while introducing mathematical language. For example, when two-year-old children make their own play dough, staff ask them to think about 'how much more flour they need' and 'how many cake cases have they filled'. Pre-school children are beginning to recognise their own name as they self-register at the start of the session. Staff support children well and ensure that they enjoy their activities, joining-in with their conversations and sharing their interests. Consequently, children are learning to make independent decisions and they become absorbed in their activities and begin to develop good concentration skills. Children independently choose books from well-stocked reading areas, indoors and outdoors. Older children enjoy modelling adults as they turn the book so others can see it and 'read' to each other. They enjoy listening to stories staff read to them and older children are able to predict what happens next and join-in with the story. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as, moving onto school.

Where children are recognised as requiring additional support, practitioners work with parents and, where necessary, other professionals, to ensure each child's individual needs are met. For example, they have close links with speech and language professionals enabling them to provide additional support for children in their communication and language. Staff speak clearly to children asking lots of open-ended questions and give children time to respond. They also use simple signing helping to reduce frustration in younger children whose language is still emerging. However, displays and books do not yet include photographs of children's families, friends, pets and favourite people to help develop their conversational skills further.

Babies delight in exploring a variety of materials, such as, paint, foam, bubbles, water and treasure baskets. They develop good social skills as they mix with older children at different times throughout the day, while playing outdoors. All children receive good opportunities to make marks. For example, they paint indoors and outdoors and use different items in the sand. Children enjoy a good balance of adult-led and child-initiated activities based upon their individual interests. For example, pre-school children show great enthusiasm as they 'go camping' outdoors. Staff expertly extend this learning as they ask children about what else they need to take on their trip. Staff model thought, as they try to remember what they need to make a camp fire and what food they need to take to eat. After lunch, staff successfully support children in making their own tents and sleeping bags as they embark on their 'sleep over' adventure. The role play area in the pre-school room is constantly evolving to help develop children's imaginations, it is currently a 'laundry area', following observations of children's interest in washing clothes.

Children develop good physical skills as they confidently explore the interesting outdoor areas and clamber on the play equipment. Babies have plenty of space to develop their crawling and walking skills and pull themselves up against the sturdy furniture. Children enjoy planting their own flowers and herbs in the garden, with staff supporting them to develop their understanding of living things. Children take part in a range of interesting outings to help them learn about the community around them, such as, shopping for ingredients in the local shop, visiting the church and the nearby fields to see the ducks and lambs.

Well-planned arrangements to identify children's starting points on entry are in place. Parents complete 'All about me' documents, which help staff to recognise children's individual needs and plan activities at an appropriate level for each one. Children's learning journals are shared with parents to ensure they are included in setting targets for their child's future development and understand how to support their child's learning at home. For example, children particularly enjoyed planting trees in the garden so staff sent cress seeds home for them to plant there, with parents sharing photographs of their successfully grown plants. Alongside this, staff encourage parents to share special moments from home with them so they can extend children's learning within the nursery.

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

A highly effective key person system is in place which helps children to form secure attachments with the staff who care for them. Babies are cared for in a warm environment by consistent staff who are gentle and who respond quickly to their needs. Consequently, they are happy and secure and are confident to explore and try out new things. Relationships between staff and children are strong throughout the nursery. Parents are provided with lots of information about their child's key person and their role, in the form of photographs, personal information, leaflets and daily chats. Key persons carefully plan for their children's individual learning, spending time during the day supporting them in small groups, as well as looking after their care needs. Effective settling-in procedures, both for children new to the nursery and those moving rooms within the nursery, ensure children settle quickly. For example, children are allowed to bring their comforters from home to help them settle and a new member of staff sits on the floor explaining to a child on their settling-in visit that she is new too so they can learn together. Close working relationships between staff in all the nursery rooms and carefully planned routines help ensure children's individual needs are met as they move onto their next stage of learning. Parents' comments are highly positive about the support children receive as they move rooms within the nursery.

The learning environment is enabling and helps children make good progress in their learning and development, with a wide range of open-ended resources being easily accessible for all children, both indoors and outdoors. The nursery effectively promotes all children's understanding of diversity and plans activities that encompass different celebrations, for example, Chinese New Year and Easter. Children have good opportunities to gain an awareness of diversity as they use a wide range of resources that reflect positive images of difference. Children who speak more than one language are actively

encouraged to use their second language, as well English. For example, staff are learning simple Italian words and phrases and researching different customs, in close partnership with parents, so as to help children learn about their heritage.

Children stay healthy because the nursery follows effective procedures and daily practises, which meet the children's physical, nutritional and health needs. The nursery cook prepares nutritious meals using fresh ingredients, which take account of children's individual dietary needs. Children help set the tables at lunchtime, which are decorated with colourful plastic tablecloths and flowers. They have their own place names and older children recognise their own name and that of others. All children are encouraged to develop their independence skills as they serve their own food and drinks. However, as the serving dishes are large and the bench is high in the pre-school dining room, this takes quite a long time. Consequently, some children become restless as they have finished their lunch before everyone has helped themselves. Drinks are readily accessible to all children throughout the day, in covered jugs and age-appropriate cups and glasses.

Children concentrate and persevere very well as they enjoy their activities, including those that they develop for themselves and those led by adults. Children respond well to the clear boundaries set for them. Very young children are given gentle reminders to say 'please' and 'thank you'. Older children are well-mannered, saying 'excuse me, please' unprompted when they want to get past someone. Their behaviour is good, as the staff share consistent expectations and set good examples themselves. Children who find it difficult to behave are sensitively supported by staff to share and be kind to each other and are very proud of their reward charts. Older children are forming clear friendships as they play together.

Posters in the bathrooms offer reminders about hand-washing routines. Older children confidently demonstrate how they rub between their fingers to get rid of germs. Children in the process of being toilet trained are well-supported. Suitable nappy changing procedures are in place. Children develop a good understanding of personal safety. They practise the evacuation procedures regularly and older children confidently negotiate the stairs to their playroom and outdoors, carefully holding onto the bannister. All children are able to access outdoors whenever they want to experience fresh air and be active, with many children choosing to spend most of the day in the exciting and interesting garden area. Babies are taken outdoors daily and giggle excitedly as they watch the older children play. Staff encourage children to take safe risks as they build different structures with real bricks and milk crates and balance on the low level blocks. There is a wide range of suitable outdoor clothing and wellington boots stored in the large shed. These are well-organised so children can help themselves and access outdoors no matter what the weather is like. This supports their physical health and development exceptionally well.

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

The nursery gives a high priority to safeguarding. There are close working relationships with other professionals and support agencies to ensure children are well-protected. All staff have attended training and are well-informed about the procedures to follow if they

have a concern about a child. Records, documentation, policies and procedures are comprehensive and reviewed regularly to ensure they reflect current guidelines and practice. The nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare. Security is good. Risk assessments are robust and effective safety measures are in place and reviewed on a daily basis to ensure the continued safety of children. The premises are secure and children are well-supervised. Parents carefully explain to visitors that only a member of staff can let them in so as to protect the children.

There are robust recruitment and selection procedures in place and good support is offered to new staff through a clear induction programme. This ensures that staff are suitable to work with children. They have a good awareness of their roles and responsibilities and work well together. Designated staff are assigned specific roles, such as the special educational needs coordinator, and are knowledgeable and experienced. This ensures children get the help and support they need quickly. Annual appraisals, along with regular supervision sessions, ensure staff have ongoing opportunities to access further training, to develop their practice and extend the learning opportunities provided for children. Regular meetings, for the whole staff team, and individual room meetings, enable staff to share ideas and to discuss practice issues. This successfully promotes continuity throughout the nursery.

The manager successfully identifies strengths and weaknesses, in conjunction with advice from the local authority advisory team and has clear plans in place to bring about improvement. For example, the two-year-old room has been moved to the rear of the building so as to enable easy access to the garden and the messy area in the baby room is being developed further following the recent changes to the rooms. Parents are consulted and their views valued and listened to. For example, the lunchtime menu for the forthcoming week is being displayed more prominently, at the request of parents, so as to help in their meal planning at home. The manager has a good overview and knowledge of the educational programmes, so she can monitor that all areas are covered within planning and assessments and identify any gaps in learning.

Staff work well in partnership with parents and carers to ensure children's individual needs are met. Information is continually shared and exchanged about children's care, both verbally and on the written daily sheets. Parents comment positively about the nursery, stating their children are 'more than happy' and 'enjoy attending and being part of the Smallworld family'. Parents also get lots of information, through interesting displays, informative leaflets and brochures. Good partnership working takes place between the nursery and the schools that children transfer to. For example, staff are proactive in discussing transition arrangements with school staff and visits are arranged to help prepare children for the move to school. Children who attend other nurseries are well-supported. For example, when they bring a teddy bear from their other nursery, staff give them photographs and a written account of their adventures together at Smallworld to share with the other setting.

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

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

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	EY454088
Local authority	Durham
Inspection number	888091
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	86
Name of provider	Small World Staindrop Limited
Date of previous inspection	not applicable
Telephone number	01833660004

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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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