

Small World Private Day Nursery

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

Inspection date

06/02/2014

Previous inspection date

25/02/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children enjoy learning with interesting activities and resources. They have good relationships with each other and with the practitioners who care for them. Effective partnerships with parents help to support children's learning at nursery and at home.
- Children develop key skills and learn about healthy lifestyles. They have fun exercising, and enjoy sitting and talking together while they eat freshly cooked food.
- The management of the nursery have made significant improvements to the setting in the last year and are committed to continuing to improve. This has improved the progress that children make.

It is not yet good because

- Teaching has many good aspects, but is not consistently good. As a result, children do not all make as much progress as they can.
- Assessment and monitoring of children's progress is not yet rigorous enough to ensure children's learning needs are all identified and addressed.
- Safeguarding knowledge and procedures are not reviewed regularly enough. Consequently, some practitioners lack sufficient knowledge to protect children from potential harm.

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 observed activities in the nursery rooms and the outdoor area and spoke to children and practitioners.
- The inspector had a meeting with the provider.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector reviewed documents, including evidence of practitioner's suitability to work with children, their qualifications and the setting's safeguarding policy.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sara Edwards

Full report

Information about the setting

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

The nursery employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, two at level 4, one at level 3 and two at level 2. The nursery opens Monday to Friday, 51 weeks a year. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 31 children attending who are in the early years age group.

What the setting needs to do to improve further

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

- ensure all practitioners are supported to develop good teaching practice in order to guide children's development through positive and knowledgeable interactions, which are appropriate to each individual child's development
- improve assessment and monitoring practices to ensure that all children's individual learning needs are fully identified and addressed
- ensure all practitioners have sufficient safeguarding knowledge to independently identify signs of possible abuse and respond appropriately.

Inspection judgements

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

Children's independent learning is supported by the nursery environment, which has stimulating resources that children can access and choose from. Detailed weekly plans ensure that all areas of learning are provided for and include focus points for supporting individual children's interests and the next steps in their learning. This helps children develop in all areas. Many good interactions from practitioners help children enjoy themselves and learn. For example, a baby smiles as they point to different parts of their body as a practitioner plays a game with them during a nappy change. Older children develop their investigation skills, as a practitioner supports their interest in adding

different coloured crepe paper to water. However, teaching is not yet consistently good. Some interactions do not encourage children's interest in learning and some do not develop children's skills effectively, because they are not always based on a secure knowledge of how children learn at different rates and stages of development. Sometimes opportunities to extend children's thinking, or support their development, are missed during routines and activities, particularly for quieter children.

Practitioners generally know the children well and use this information to plan interesting and challenging activities for them. For example, practitioners provide jelly to support a young child who is wary of different textures and buckets and sand to support a baby who is interested in emptying things. However, assessments and monitoring of children's learning are not yet consistently rigorous or precise enough to make sure that children's individual learning needs are always met effectively. Children are supported to develop key communication, physical and social skills to help them gain the skills they need as they move up within the nursery and on to school. For example, children enjoy physical activities led by a sports coach who visits the nursery and enjoy cuddling up for stories in cosy areas throughout the day. Children are prepared for school by the practitioners in the pre-school room because they understand the importance of supporting children's emotional well-being and developing strong foundation skills.

Parents are encouraged to be involved in their children's learning. Parents share information on children's interests and home experiences with nursery staff, which is then used to enhance the conversations, activities and planning for the children. Information on children's learning at nursery is also shared in a variety of different ways, including daily conversations and parents' evenings. Parents comment that they are very happy with the amount of information they get about their child's progress. The nursery also works in other ways to support children's learning at home. There are posters on display and leaflets available to give parents information on understanding and supporting children's development. Some strategies are not effective with all parents, but the practitioners continue to reflect and make changes. For example, the new 'wow' section on the partnership boards is now a popular way of sharing special moments.

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

Children settle happily in the nursery because they have good relationships with warm, caring practitioners who know them well. Most practitioners support children with gentle reminders about behaviour and give children praise and recognition when they are kind or share. Children develop good relationships with each other and share the good messages that they learn, for example, by saying 'good listening' to each other. Generally, children's emotional well-being is supported through the environment and through their interactions with practitioners. However, some interactions are not so effective, for example, sometimes a focus on enforcing good manners limits children's self-esteem and interrupts their thinking and learning.

Children develop their independence and communication skills and learn healthy habits for life as practitioners sit, chat and eat lunch with them. They enjoy serving themselves

freshly cooked meals and discuss their favourite fruits as they eat their fruit salad. Children enjoy developing their bodies during their exercise class, while scooting, balancing and playing football outside. Babies develop their physical skills and learn to explore and take risks as they choose to climb on low tables, with practitioners close at hand to supervise and remind them how to be safe.

Practitioners work with parents to share information when children start at the nursery so that children are supported in their move to the nursery's care. Children are also supported as they move between rooms in the nursery and then on to school. Practitioners share information well during these times and support children's emotional needs. Working practices generally keep children safe. Close supervision in the baby room allows practitioners to react promptly to children who need support. Practitioners attend safeguarding training, but they are not all confident in demonstrating a robust understanding of how to protect children in their care.

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

The nursery has made significant progress since the last inspection. Parents comment on how quickly changes have been made and of the positive impact this has had on their children. Management demonstrate a strong commitment to improvement and continue to reflect on practice and its impact on the children. The nursery is using a quality assurance framework to help evaluate and develop their practice. Practitioners talk about the impact this has had, for example, in creating a more effective environment in the baby room. However, in concentrating on the drive for improvement, there has not been a strong focus placed on child protection practice recently, which has led to some gaps in some practitioners safeguarding knowledge. As a result, some practitioners are not as confident as others in independently identifying and acting on any possible child protection issues. Recruitment procedures are sound and ensure practitioners are safe and suitable to work with children because suitability checks are carried out and qualifications and references are verified.

Practitioners are encouraged to develop their practice and several are working towards the next level in their childcare qualifications. Training has had a positive impact on children, for example, babies exploration skills are now better supported as a result of practitioners learning to allow children to take the lead in their play. Management monitor practice within the setting and have made progress with improving the quality of teaching through training, mentoring and supervision. However, teaching is not yet consistently good. Management are continuing to drive improvement in this important area and are introducing peer observations to further improve practitioners' understanding and skills. Planning skills have been developed significantly, but assessment is not yet rigorous, consistent or precise enough to always fully identify each child's individual learning needs. As a result, monitoring of children's progress is not sufficient enough to always identify individuals or groups of children who may need support or interventions.

Partnership working with parents is effective and has a positive impact on the

development and well-being of the children. Parents comment that they are very happy with the nursery and that practitioners are caring, loving and that 'every child matters'. When intervention needs are identified the nursery seeks specialist support from other agencies and they share information, such as behaviour monitoring and details of the progress check carried out for children aged two. The nursery does not currently receive local authority support.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	910298
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	31
Name of provider	Diane Jane Watkinson
Date of previous inspection	25/02/2013
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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