

# Small World Day Nursery

81 New Birmingham Road, TIVIDALE, Oldbury, West Midlands, B69 2JF

## Inspection date

18/03/2014

Previous inspection date

16/02/2011

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

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## The quality and standards of the early years provision

### This provision is inadequate

- Children's safety is at risk because the registered provider does not ensure that all staff working directly with children have appropriate suitability checks before working alone with children in the setting. Children are not fully safeguarded because some staffs' knowledge of safeguarding issues and how to protect children is not secure.
- The key person system is not effective because of the high staff turnover, cover staff arrangements and staff deployment. Premises and equipment are not organised in a way that meets the children's needs; this relates specifically to sleep arrangements for children aged under three years.
- Teaching is variable within the setting as there is ineffective monitoring, supervision and coaching to target weaker staff to improve performance and quality of teaching. Cover, new staff and apprentices are not mentored and supported well enough so that they can fully support the children in the setting.
- Planned activities are not based on each individual child's learning and development needs so that each child can enjoy challenging and enjoyable learning experiences and be well-prepared for their next stage of learning. Parents are not sufficiently encouraged to be involved in their child's learning and development in the setting or at home.

### It has the following strengths

- Records with regards to accidents and incidents are maintained appropriately.

## **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 observed activities in the five playrooms and the outside learning environment.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held meetings with the manager and the deputy manager.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Karen Laycock

## **Full report**

### **Information about the setting**

Small World Day Nursery was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a in the Tividale area of Sandwell. The setting serves the local area and is accessible to all children. It operates from a detached property and there is an enclosed area available for outdoor play. The setting employs 21 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 and two at level 2. The setting opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 72 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

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

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

- implement a robust recruitment and vetting process to ensure all staff are suitable to work with children. Ensure all staff working alone with children are suitable to do so
- ensure all staff have a secure knowledge of safeguarding issues and the procedures to follow to protect children
- involve parents in their children's learning by improving the exchange of information during the placement and encouraging them to share their views and enhance children's learning and development at home
- ensure appropriate arrangements are in place for the supervision of staff and to provide support, coaching, supervision and monitoring, in order to increase staff's knowledge and improve teaching skills and performance
- improve training, support and monitoring of those staff who are new, providing cover or on apprenticeships to ensure that children's learning and development and continuity of care is not compromised and that every child's experiences are tailored to meet their individual needs
- ensure all staff consistently use observations and ongoing assessments to determine children's level of achievement to shape learning experiences which are based on each child's next stage of learning
- ensure premises, equipment and staffing arrangements are organised in a way that meets the needs of all children
- ensure the key person system is fully embedded in order to tailor the care and learning to meet each child's individual needs.

**Inspection judgements**

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

The high staff turnover, new staff, use of cover staff, students and apprentices with younger children results in weak teaching because activities are not tailored to meet children's individual, learning and development needs. Children's starting points are not recorded so this means that children's progress is not tracked over time, in order to effectively identify any gaps in their learning. Consequently, staffs' ability to provide

children with more targeted support if needed, is significantly hampered. Therefore, children do not receive the support they need to ensure they are well enough prepared for school or their next stage of learning and do not fully benefit from cohesion and consistency in their learning. This lack of understanding and focus upon what children can and cannot do significantly hinders the quality of teaching. This makes it difficult to share the child's overall development stage with parents and any other providers or professionals involved. Staff provide parents with some information regarding their children's care, learning and development by the use of a daily diary and a parent's evening. However, parents are not encouraged to be involved in their children's learning at the setting or to continue this at home.

Although, staff are aware of the need to carry out the progress check at age two, the key person system is not effective. Therefore, the setting is not able to effectively support the learning and development of all children. Key persons carry out some observations of what children can do, but the next steps in learning identified for each individual child are not always linked to the planning or recorded in a meaningful way. This means that in the absence of the key person, cover staff are unable to have the information they need to support and meet children's ongoing individual learning needs, and this hinders the overall progress some children make towards the next stage of their development and readiness for school. Cover staff, new staff and apprentices do not take the time to read the children's development records, which means that they provide a supervisory role rather than quality learning experiences. For example, a child eagerly points to a mirror with big smiles. The member of staff hears the child, turns and says to the child 'are you looking in the mirror?' The child is excited and giggles and babbles more. The member of staff does not acknowledge this and the child loses interest and moves away. Consequently, children's communication skills are not adequately supported or extended. This does not promote children's self-confidence or help them to become motivated learners and make good progress in their learning and development.

Children in the yellow room children make steady progress in their learning as the staff engage well with the children to encourage their interest and make learning fun. They use suggestions and questions to challenge children's thinking. Staff in this room use effective methods to help children learn. For example, they use open-ended questions giving children enough time to think and respond to questions before they make suggestions for them. Staff encourage children to join in a mathematical activity linked to 'The Three Little Pigs', asking them to recall, retell and predict what happens next. Writing skills are promoted as the children choose a picture of one of the three houses built in the story and write their name on it. Staff help the children to create a bar chart giving the children time to think about where they need to stick their picture. The children change the number on the chart as they add their picture and they beam with delight as they receive lots of praise from the staff. As a result, the children develop their critical thinking and make decisions about their learning, which helps them in readiness for school. In the orange room, children are keen to come into the setting to enjoy the range of toys and resources, which staff have prepared for them. Children have easy access to a varied range of resources from which they are able to confidently make their own choices in their play and learning. Children are encouraged to freely explore their environment and initiate their own play. There are different resources and games for encouraging number and shape recognition. Children concentrate as they build towers from natural wood. The staff talk to

the children extending their vocabulary with words, such as 'lumberjack' and 'woodcutter'. Children enjoy physical exercise in the garden as they ride around on tricycles, call after their friends and enjoy playing ball games together and with the staff.

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

Staff recruitment procedures are not sufficiently robust and as a result, the provider is unable to demonstrate that all staff are suitable to work with children. In addition, management do not follow child protection procedures that are in place in the setting. As a result, children develop a false sense of safety and security because there are inadequate steps taken to protect important aspects of their welfare. Nevertheless, children appear happy and settled in the setting. Other aspects of children's safety, such as the security of the premises are positive and staff ensure the equipment and resources are safe and suitable before use.

The manager has failed to implement the important role of the key person fully. As a result, children are upset, anxious or bored. Babies do not make secure attachments with staff due to the high number of carers who are deployed to the room. For example, in one day nine carers at different times care for the babies. Staff report that new children take much longer to form attachments and settle happily into the setting because of the continual change of staff in the room. They report that they constantly have to reassure children who cry regularly throughout the day who become upset and anxious with the many staff changes and they find this 'very tiring' and 'stressful'. Although the manager is aware of this, she has not taken effective action to address it. This does not foster secure attachments between the children and key persons as the children do not have the emotional support they need. This does not emotionally prepare children for future transitions, including school. At sleeptimes children in the green room are taken to the purple room, to join the children in there for sleep. However, children begin to fall asleep after their lunch in the green room but must wait until the children in the purple room have finished their lunch and have been settled down on their sleep mats. Children are disturbed as they are moved to the purple room and 12 children sleep in the room that accommodates six children. Children who do not go to sleep move into the green room. Children from the purple room who move to the green room, must wait for all the children to finish their sleep before they can return to their playroom. During this two hour period they are cared for by different members of staff.

Settling-in arrangements include 'taster sessions' for new families so that staff can talk to parents about their child's care needs prior to their start date. As children move on to another age room, visits are arranged to help them become familiar with their new room and the staff who will be caring for them. In the yellow and orange rooms staff have developed close attachments with their key children, which is evident and there are clear arrangements in place to ease children's eventual transition onto school. Children behave well and staff encourage them to share the toys and take turns. Children sit together for their snacks and meals and eat healthy food supplied by the setting. Older children develop independence by serving their own dessert and younger children are encouraged to feed themselves. Staff in the baby room get to know the children's care needs through discussion and completing documents with the parents prior to the children starting.

During mealtimes they sit closely to those who are learning to feed themselves and take extra care to help ensure that the consistency of the food children eat is appropriate for their age and stage of development. Children sleep according to their needs and have individual bedding which is regularly laundered. In the yellow room children enjoy lively and bubbly conversations at snack and mealtimes, which help them to understand the importance of a healthy diet to help them 'be happy' and 'grow'. Children are developing their independence skills, for example, they are encouraged to put on their own coats and shoes. Older children develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. However, babies do not have daily opportunities for fresh air, which means their good health is not promoted. Children are supported well to develop an awareness of their own toileting needs and the children are reminded to wash their hands at appropriate times during the day. The children are fully aware that they do this 'to kill the germs'. Staff supervise children well in the setting. Risk assessments are in place and staff understand how to minimise hazards. Children behave well in the setting. They take turns, share toys and remember to say 'please' and 'thank you'. Children gain a good understanding of how to keep themselves safe, for example, when learning how to cross the road during walks to the park. Staff enable children to take safe risks under close supervision, such as when using larger equipment in the outdoor area. Systems are in place for parents to share information with the setting about any health or dietary issues the children may have and there are thorough records for accidents and any medication administered.

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

Leadership and management of the setting is inadequate. Management have insufficient knowledge of the safeguarding and welfare and learning and development requirements, resulting in breaches of the requirements of the Early Years Foundation Stage that have a significant impact on the safety and well-being of the children. Children's safety is not assured because the registered provider does not have a rigorous enough recruitment processes. The registered provider has failed to obtain appropriate references for staff, prior to allowing them to work unsupervised with children in the setting. Most staff have attended safeguarding training and the manager reports she updates staff knowledge at team meetings and during induction. However, this has not been sufficient or effective as some staff are not aware of their safeguarding responsibilities. For example, they do not know the correct procedure to follow if they have concerns about the welfare of a child in their care, particularly in relation to 'whistle blowing' procedures. These failings mean children are not effectively safeguarded.

Ineffective monitoring of staff means that there is poor identification of training needs to meet the needs of the setting. Staff lack an understanding of the requirements of the Early Years Foundation Stage, which means that children's safety is compromised and progress in children's learning is satisfactory rather than good. Teaching is sometimes sound and because of this most children progress to their next stage of learning. Staff hold appropriate qualifications although this does not have a positive impact on the quality of teaching for some children in the setting. Procedures for supervision, coaching and mentoring are inadequate. Staff are not provided with good quality training opportunities.

Some competent staff manage their key children well during activities and children respond well. However, many staff lack the understanding of how to provide sufficient meaningful play and activities to engage the children or to promote their learning and development.

The key person system is not effective because of the high staff turnover, cover staff arrangements and staff deployment. This means that children's emotional well-being is not promoted, children are unhappy in the setting and their learning and development needs are not met. The manager has failed to respond to staff concerns regarding staff deployment and children's emotional well-being. She has also failed to organise the premises to meet the needs of all children, specifically in relation to sleep times. The setting has established partnerships with local schools and local support agencies to help promote continuity in children's learning. The setting has good links with parents providing them with information such as daily feedback and parents' evenings. Parents and carers spoken to on the day of the inspection are positive about the quality of care provided. However, parents are not sufficiently encouraged to be involved in children's learning and development in the setting or at home. Management has been ineffective in tackling weaknesses within the setting, which means they are not sufficiently ambitious about improving practice so it can meet the legal requirements and be a safe and stimulating early years environment for children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

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

- ensure there are effective systems in place to ensure that any person in regular contact with children is suitable to work with children (compulsory part of the Childcare Register)
- ensure there are effective systems in place to ensure that any person in regular contact with children is suitable to work with children (voluntary 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	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

<b>Unique reference number</b>	255150
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	871568
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	47
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Sandra Ann Squires
<b>Date of previous inspection</b>	16/02/2011
<b>Telephone number</b>	0121 552 2894

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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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