

Small World Nurseries Limited

Tudor House, Manchester Road, Castleton, ROCHDALE, Lancashire, OL11 3AD

Inspection date	12/12/2013
Previous inspection date	30/01/2013

The quality and standards of the early years provision	This inspection:	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

- The indoor and outdoor child-focused environment is complemented by a good range of toys and resources which provides interesting and stimulating activities for all ages of children. This helps to promote their independence and engage them in purposeful play, which promotes their learning and offers challenge.
- High regard is given to supporting children's language skills. Practitioners are skilful in encouraging children to communicate through the use of the 'sing and sign' and the 'early phonics' programme.
- Practitioners are loving, sensitive and attentive to children's individual needs and know them exceptionally well. Therefore, children's emotional well-being is effectively promoted and children feel safe, secure and are confident and happy.
- Arrangements for safeguarding children are effective because clear policies and procedures are in place, which are regularly reviewed and understood by all practitioners.

It is not yet outstanding because

- The ways in which high quality practice can be shared across the nursery through peer observations and in-house training has not been fully explored.

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 baby unit and throughout the main nursery and viewed toys, equipment and resources.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector and manager took part in a joint observation of practice within the pre-school.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, safeguarding procedures, risk assessments and discussed the self-evaluation and improvement plan with the manager and director.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Marina Anna Howarth

Full report

Information about the setting

Small World Nurseries Limited was registered in 2001 and is managed by Small World Nurseries Limited. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two buildings on one site in the Castleton area of Rochdale. The nursery serves the immediate locality and is accessible to all children. There are five enclosed areas available for outdoor play.

The nursery opens Monday to Friday, from 7am until 7pm throughout the year, with the exception of bank holidays and one week closure at Christmas. It offers wrap-around care to children who attend the local primary school. Children attend for a variety of sessions. There are currently 76 children on roll, of which, 70 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

There are a total of 17 childcare practitioners. Of these, 15 hold appropriate early years qualifications at level 2, 3, 4 and 5. The manager holds Early Years Professional Status. The nursery 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:

- extend the ways in which high quality practice is shared across the nursery by: providing further opportunities for in-house training and embedding the use of peer observations and reflection on practice for practitioners, in order to enhance children's learning further.

Inspection judgements

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

Children have access to a stimulating environment both indoors and outdoors. They are greeted on arrival by friendly, caring, affectionate practitioners. All children are provided with a range of interesting and challenging experiences that meet their needs; as all practitioners demonstrate a good understanding of how to engage and capture their interests. As a result of interest expressed in caterpillars, pre-school children are supported in creating a caterpillar habitat. This enables them to discover the life cycle of a butterfly as they observe the changes that take place. They compile a chart as they guess what colours the butterflies will be when they evolve, developing their concept of colours and counting skills. They create their own caterpillar by using a variety of materials and tactile experiences and make butterflies using different painting techniques. They use a

variety of books to develop their knowledge further and eagerly re-enact their favourite story of a caterpillar by role playing a tasting activity of what the caterpillar ate. Toddlers discover the life cycle of frogs as they visit the park and gather frog spawn which is transferred to the nursery pond for further observation. All children are provided with a variety of opportunities to explore the outdoor learning environment and different weather conditions. They play with soil, which they combine with water to create mud and dig and hunt for insects. They grow pumpkins, which they use to make soup and squeal with delight as they splash in puddles.

Practitioners have a secure knowledge and understanding of how to promote the learning and development of children. They plan a broad range of activities that effectively stimulates and challenges children's learning. This is achieved by a comprehensive observation, assessment and planning process, which is continually reviewed and evaluated to determine its effectiveness. Additionally, this information is used by practitioners to inform future planning and ensure children's individual needs are planned for and addressed. This means that any identified gaps in children's learning are targeted to ensure these are narrowing and that children are making good progress towards the early learning goals, considering their starting points. Detailed information gathered from parents provides a secure base line for practitioners to identify children's starting points and meet individual needs effectively. Children are sensitively supported when moving into different key groups, resulting in them being confident learners ready to embrace new challenges and experiences. Parents receive regular feedback on their child's progress and are actively encouraged to share their observations. They attend regular parent meetings, where they are able to discuss their child's progress in depth with their child's key person. Individual targets are shared and discussed with parents along with a wide variety of photographs illustrating the children engaged in a broad range of activities, which are linked to the areas of learning in the Early Years Foundation Stage. This enables parents to understand how to support their children's learning at home.

Teaching techniques are consistently strong across the provision resulting in all children being effectively supported to acquire the skills and capacity to learn and develop effectively. This ensures they are well prepared for their next stage in learning. The rich and varied environment enables children to make choices about their play and take an active part in their own learning. For example, babies are provided with a range of opportunities to promote their curiosity and investigative skills. They explore and learn about everyday objects through the provision of treasure baskets containing a variety of resources, such as, sponges, brushes and metal spoons and bowls. They eagerly hold up large metal spoons and study their reflection and discover they can make sounds if they bang the spoons onto bowls. Pre-school children explore a variety of musical instruments. They instigate games by arranging the instruments on the floor and experiment, taking turns to make different sounds at different speeds and discover the concept of fast and slow. All children are secure in communicating their needs and preferences as practitioners actively encourage the use of phonics to promote children's understanding of sounds and letters. Babies and toddlers are encouraged to engage in simple gestures to communicate their needs and visual timetables help children to understand and become familiar with routines of the day, such as, going to the bathroom and tidy up time. Children of all ages are provided with a variety of opportunities to mark make and develop their early writing skills. Young infants have access to chunky paint brushes and crayons which they can hold

easily and are encouraged to use their fingers to create patterns and marks in tactile materials, such as, shaving foam and cornflour. Pre-school children have access to a variety of writing materials, which they use around the environment in a variety of activities. Older children confidently write their own name and are able to recognise a range of letters. They access a variety of books; engage in story sessions where they discover that print has meaning and confidently recall events of their favourite stories in sequence.

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

Children are welcomed into a stimulating, nurturing environment which supports their well-being and development. A wide selection of good quality toys and resources are located in low-level storage units. These are clearly labelled, enabling children to make independent choices, use their imagination and play an active role in their learning. All children show a strong sense of belonging within the nursery. An established key person system ensures that every child and family is provided with the opportunity to have a special relationship with one practitioner. This provides parents with a familiar person with whom they can discuss their child's care. Effective settling-in procedures and close liaison with parents ensure that every child's care is tailored to meet their individual needs. Therefore, consistency of care is maintained, developing children's confidence and future skills for learning. Practitioners work closely with parents from the point of entry. They effectively use detailed information obtained to establish what children can do and define initial targets linked to the Early Years Foundation Stage. As a result, practitioners know children well and are able to meet their individual needs effectively. Communication friendly spaces provide quiet time to enable children to engage in discussion. They enthusiastically share resources and take turns in their play. They explore feelings and express themselves through the use of stories and are encouraged by practitioners to treat each other with kindness and respect. Children understand the expectations of appropriate behaviour and follow simple rules of the setting. Practitioners act as positive role models treating children with respect and providing gentle prompts to promote positive behaviour. Practitioners are committed to including all children and treat them with equal concern. They provide opportunities for children to appreciate different cultures and religions through participating in the celebration of a variety of festivals and by accessing a variety of toys and resources that reflect diversity. This enables them to respect each other's differences.

Sensitive care provides a strong foundation for children who have recently started at the nursery. Children are supported well during the settling-in process and when moving into different rooms and key person groups are based on each child's emotional needs and what they can do. Younger children and older children are provided with regular opportunities throughout the day to play together in different areas. As a result, all children are familiar and confident with their surroundings and learn to form close relationships with their peers and work alongside each other companionably. When children transfer into different rooms, practitioners accompany their key children to their new group which results in every practitioner and child developing relationships, providing familiarity and enabling children to be confident learners. Sensitive support is provided by practitioners to ensure that pre-school children are effectively prepared for their

progression onto school. For example, they are provided with opportunities to meet their new teachers, who are encouraged to visit the nursery to observe children in their familiar environment. In addition, practitioners engage children in discussions and role play activities, enabling children to feel more confident in their move.

Children of all ages skilfully develop a wide range of self-care skills as they confidently help themselves to refreshments and instinctively know to wash their hands before handling food or after visiting the toilet as they are supported by visual routines. They learn about healthy eating through the provision of healthy, nutritious snacks and meals. Young infants are encouraged and gently supported to feed themselves during meal times and they confidently identify their drinking cups which are clearly labelled with their photograph. Children are also provided with daily opportunities to engage in physical exercise and explore the outdoor environment. They engage in a variety of activities such as using equipment to balance and climb. They negotiate spaces and enjoy moving their bodies in a variety of ways. Children demonstrate a good understanding of how to keep themselves safe as practitioners provide opportunities to manage risk in a safe but controlled environment. Children learn to use a variety of tools and equipment safely; such as, scissors, knives when preparing food and a range of gardening tools. Their awareness of safety is further enhanced through visits into the community where they learn about different risks, such as developing their awareness of road safety.

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

The management team display a good understanding of the requirements of the Statutory framework of the Early Years Foundation Stage. All practitioners display a solid and confident approach to child protection and have a secure knowledge and understanding of how to protect children in their care. They are fully aware of the signs and symptoms of abuse and of the action they must take to protect children. All supporting policies are in place and staff know who to contact and have available to them, the necessary information and telephone details. Practitioners are committed to providing an environment that is welcoming, safe and stimulating, where children develop their confidence and enjoy their learning experience. They use effective systems to identify and assess possible risks and take appropriate steps to prevent accidents, while enabling children to have the freedom to explore and learn safely. For example, daily checks of the premises, inside and out are conducted and recorded and any potential hazards are removed. Risk assessments are reviewed on a regular basis. For example, following an isolated incident of a sleeping child being left unattended in another building, sleeping arrangements for children have been extensively reviewed. Sleeping arrangements are now facilitated in the main nursery, daily registers have been introduced to ensure all children are accounted for and sleeping children are supervised at all times by practitioners ensuring children's safety remains paramount. Robust recruitment and induction procedures are effectively implemented. All practitioners are suitably qualified and have a high level of skills to progress children in their learning and development. Regular team meetings, supervision and appraisals all contribute to an effective practitioner management process and their professional development. Peer observations between practitioners and in-house training have recently been introduced to utilise

individual practitioner's knowledge and strengths. However, this is not fully embedded across the nursery in order to fully develop practitioners' professional skills and share good practice to drive further improvement.

The management team fully understand their responsibilities in relation to meeting the learning and development requirements of the Early Years Foundation Stage. The manager conducts regular observations in the nursery rooms to monitor the quality of teaching and to ensure the learning experiences for children are meaningful and challenging. There are effective procedures in place for identifying clear strengths and weaknesses. Planned actions are implemented effectively to overcome any areas of weakness. For example, the management team have effectively supported practitioners in implementing a daily planning system. As a result, practitioners are more confident in planning for children's current interests and next steps in learning. This ensures any identified gaps in learning are addressed and targeted plans for intervention are successfully implemented. All recommendations from the last inspection have been completed successfully and have had a positive impact on children's learning experiences and welfare. For example, additional information, communication and technology resources have been purchased; such as, mini laptops, remote control toys and practitioners ensure the computer is always accessible. As a result, children are supported in their growing understanding and investigation of technology and how things work.

A strong commitment to partnership working with parents and external agencies is evident and well-established and contributes to meeting children's needs. Practitioners work closely with a range of professionals, such as, speech and language therapists and oral health workers. They use available support and advice and are keen to implement suggestions to enhance their practice. For example, by providing visual time tables to help children with limited language to express their interests and implementing activities about healthy eating and dental hygiene. Close liaison with local schools and sensitive support provided by practitioners ensures that children are prepared for their move on to school. Practitioners have good relationships with parents who speak highly of the service and the care their children receive. They report that they are delighted with the progress their children are making and the warm and friendly atmosphere the whole team provide. Children benefit from the close working relationships between practitioners and parents. Daily verbal communication, along with home to nursery diaries and regular meetings, ensure that parents are consulted at every stage of their child's care and development. An interactive 'sharing tree' display; also enables parents to record their comments, home observations and suggestions and the information is used to inform activity planning, continuity of care and enables practitioners to meet the individual needs of children. In addition home-learning activity books provide parents of pre-school children with opportunities to participate and share home-learning experiences, further supporting children's progress. Additional information is provided for parents through emails and regular newsletters, keeping them fully informed about events.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	503594
Local authority	Rochdale
Inspection number	943028
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	94
Number of children on roll	76
Name of provider	Small World Nurseries Limited
Date of previous inspection	30/01/2013
Telephone number	01706 861 103

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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