

Earlyworld Nursery

Earlyworld Nursery, Hadley Park, Telford, Shropshire, TF1 6AF

Inspection date	14/07/2014
Previous inspection date	25/11/2011

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

- Staff have a good understanding of how to support children to make good progress from their starting points and in readiness for school. They provide a broad range of experiences and playful teaching to support children's learning.
- Staff place a strong focus on keeping children safe. Children are supervised well and staff understand and implement the health and safety and safeguarding policies precisely to secure the children's safety and welfare.
- Effective partnerships with parents and carers means that they are kept well informed about their children's time at the nursery, the progress their children make and how they can support their children's learning at home.
- The well-experienced leadership team motivate the staff well to recognise the value of continuous quality improvement. Therefore, good progress has been made since the last inspection.

It is not yet outstanding because

- There is scope to enhance the monitoring of staff teaching and the use of the environment and resources, to coach staff to build further on their already good quality practice.
- Staff in the 'bunnies room' do not always organise resources, so that they are easily accessible to children, to offer an even more rich and varied environment.

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 playrooms and the outdoor play area.
- The inspector held a meeting with the manager and deputy and conducted a joint observation with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback questionnaires from parents.

Inspector

Parm Sansoyer

Full report

Information about the setting

Earlyworld Nursery was registered in 1998 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of a chain of nurseries operating under the governance of Earlyworld Ltd. It operates from a two-storey purpose built building in Hadley Park, which is a suburb of Telford, Shropshire. Children have access to an enclosed garden area available for outdoor play. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. There are currently 104 children on roll in the early years age range. The nursery provides funded early education for two- three- and four-year-olds. It supports children with special educational needs and/or disabilities and children, who speak English as an additional language. The nursery employs 21 members of staff. Of these, one holds Qualified Teacher Status, two hold a qualification at level 5, two hold a qualification at level 4, 12 hold a qualification at level 3 and four are unqualified. 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:

- enhance the monitoring of staff teaching, organisation of the environment and use of resources by more regularly observing staff and providing tailored support to further build on their good practice

- organise the resources in the 'bunnies room', so they are made more easily accessible to offer an even more rich and varied environment for children.

Inspection judgements

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

Teaching is good. Staff use their knowledge of children's interests and stage of development to plan a broad range of experiences to support their learning. Regular observations of the children's play and learning and the systematic tracking of children's progress, help staff to plan challenging and enjoyable activities for all children. Staff caring for children under two years place a strong focus on promoting children's personal, social and emotional development, communication and language and physical development. This results in confident children, who are eager to explore and investigate and to involve adults in their play. When children become confident in these three prime areas of development, staff caring for the older children ensure the educational programmes include opportunities for active learning and for children to create and think critically. Consequently, children acquire key skills in readiness for school. Effective partnerships with parents and carers results in good outcomes for all children. Staff work closely with parents, whose children speak English as an additional language and those with special

educational needs and/or disabilities. This results in targeted support for these children and consequently, they are progressing well towards the early learning goals in relation to their starting points. There are good strategies adopted to involve parents and carers in their children's learning. For example, the planning for individual groups of children is displayed on the wall outside each room and parents are encouraged to contribute to the topics being covered and share observations of their children's learning at home.

Children are happy and confident in their environment and enjoy their time at the nursery. Staff foster positive relationships with the children. The clear routines in place are used well to encourage children to be independent and develop their self-help skills. For example, older children independently access their snack and pour their drinks. They busily move around the rooms, deciding what to do. Children's communication and language are supported well. Staff, who are caring for the babies, adopt a gentle manner and are very expressive, vocal and nurturing towards them. Therefore, babies enjoy the physical and emotional contact and respond well by smiling, listening, looking and moving. Staff caring for the older children place a strong focus on providing opportunities for children to talk and share their ideas and thoughts. For example, staff caring for the pre-school children in the 'rabbit' room use a puppet to engage children in discussion. Registration time and group times are used well to engage children in discussion about past, present and future events and to share their news. Staff across the nursery place a strong focus on increasing the children's vocabulary by introducing and repeating new words linked to the activities being carried out. They ask children challenging and open-ended questions to make them think and show a genuine interest in what they say. Staff provide good opportunities to promote the children's physical development. All children benefit from using the outdoor areas and the soft playroom, which is popular with them. There is a challenging range of large and small physical play equipment for children to use and they thoroughly enjoy their time outdoors. The outdoor areas offer good opportunities for children to be physical and explore and investigate the natural world. Supporting the children's understanding of the world is a key strength. The forest area is used effectively by staff. For example, children in the 'hedgehog' room show a keen interest in searching for insects under logs and leaves and easily identify the insects they see. Children show a real interest in the weather and they are encouraged to look at changes in the natural environment. For example, children make leaf and bark rubbings and they have been looking at the patterns of a spider web. Meaningful first-hand experiences, such as making a ladybird house from bamboo canes and a bug hotel from wicker and cane, help children learn about the conditions required to attract insects. They learn to care for the wildlife. For example, children have made bird food from lard and bird seeds and completed a survey on which birds visit. They also identify the different sounds they made. Children become avid gardeners as they plant and care for their peas, broad beans, tomatoes, radishes, courgettes and wild flowers.

Children build secure foundations for early literacy. Staff use books extremely well to support the topics being covered, such as 'Growing', 'People who help us' and 'Animals'. Children act out their favourite stories and learn to sequence the events and recall these stories. Writing activities, indoors and outdoors, are popular and children show a real interest in writing, tracing and copying their names and short sentences. Staff use rhyming, emphasise the initial sounds of words and use the letter of the week very well to teach children about letters and sounds. For example, while playing with the large

parachute outdoors, children learn to identify the sound of the first letter of their name through a fun and active activity. Children's mathematical learning is fostered well because staff successfully incorporate a fun and practical element. For example, children sort, compare and make patterns with the various sized toy bears and dogs, which are used with the toy tractors and sequencing cards. Staff introduce and reinforce mathematical language, such as medium, measure, height and heavy during children's play. The computer and mounted touch screen is used extremely well by staff to reinforce mathematical concepts, problem solving and to help children follow instructions. Children experience weight and measures. For example, children use tape measure and rulers and they have made their individual water gauges from a plastic bottle to collect rainwater over a period of week. Children use their senses to explore a variety of arts and crafts activities, including resources, such as the sand, water, dough, cooked pasta and gloop. However, not all staff make the most of everyday household items and natural resources. Consequently, there is scope to incorporate these further in children's play to provide an even broader range of sensory experiences for children.

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

Staff place a strong emphasis on getting to know new children. For example, staff use the 'All about me form' well to collate useful information from parents about their children's likes, routines and development when they first start. In addition the assigned key-person system means that staff can concentrate on getting to know their own key children and build a positive relationship with parents and carers. This results in a good sharing of information about the children's care and education and good support for their emotional well-being. This is particularly important for the babies as their care routines and needs change more often as they develop. For example, babies sleep according to their individual needs and their meals prepared according to their weaning requirements. Children are supported well when they transfer to another room within the nursery due to the good sharing of information and records. Transition arrangements for when children start school are good for the main feeder schools and continue to develop with the other schools in the surrounding areas.

Children are happy and well behaved and show good levels of interest and concentration in their chosen play. For example, staff have created a 'Friendship tree' with the pre-school children. They have added pictures of their friends and family and learn to recognise how their behaviour impacts on others. Good regard is given to keeping children safe through supervising them and through the effective deployment of staff. For example, more casual staff have been employed to offer additional support throughout the day when required. Therefore, the required ratio of staff to children is met and often exceeded to ensure children's individual needs are met. Staff place a good emphasis on teaching children about keeping safe. For example, children know what rules are in place when they use the soft play area, learn how to cross the road safely and they have had visits from the police, fire brigade and nurse. Good regard is also given to helping children develop a healthy lifestyle. Children benefit from a four weekly menu, with food that is freshly prepared and meals, which are healthy and nutritious. Staff place a strong focus on teaching children about healthy eating, the importance of fresh produce and the benefits of exercise on their bodies. Therefore, older children know why it is important to wash

their hands before their meals and that fruit and vegetables and exercise are good for them.

There is a good range of quality resources, used indoors and the outdoors, offering an interesting and challenging range of experiences around all areas of learning. Overall, rooms are organised well to allow children to freely choose from what is available. However, in the 'bunnies' room some of the resources, although, they are stored on open-shelving units, they are not easily accessible to all the children. This on occasions hampers choice and enjoyment.

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

There are robust systems in place to ensure staff are suitably vetted and inducted in health and safety, safeguarding and child protection. All the required records, policies and procedures are in place and up to date. The rooms are safe and the building and outdoor areas are secure. Staff have a good understanding of child-protection issues, the signs and symptoms of possible abuse and neglect and the procedures to follow if they are concerned about a child's welfare. Consequently, children's safety is effectively prioritised.

The management team is clearly motivated to seek improvement and good progress has been made since the last inspection. The deployment of staff is effective in meeting the needs of children and the educational programmes now offer a broad range of experiences for all children, including those attending on a part-time basis. In addition, children have increased opportunities to learn about their own and others customs and cultures. Regular staff supervision, meetings and appraisals are used to keep them up to date and identify any areas for staff improvement. The manager, deputy and seniors in the rooms regularly observe staff and audit observation and assessment files to ensure good practice is maintained. The management team have clearly identified the strengths of the nursery and actions for further development in their action plan. For example, they have accurately identified and accepted that even more stringent monitoring and coaching of staff teaching and the organisation of the environment, including the use of natural and everyday resources, will help further build on their existing good practice.

Strong partnership with parents and carers and other professionals working with the children, results in good support for children in their care, education and welfare. The nursery is welcoming with a wealth of information provided for parents through the high quality displays. Parents and carers are kept well informed about their children's progress through detailed summary reports. Regular newsletters, the nursery website and the noticeboards keep parents fully up to date about forthcoming events and any changes to the service provided. Parent satisfaction surveys are conducted regularly and feedback from these is positive.

The Childcare Register

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	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	208193
Local authority	Telford & Wrekin
Inspection number	876278
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	115
Number of children on roll	104
Name of provider	Earlyworld Ltd
Date of previous inspection	25/11/2011
Telephone number	01952 272700

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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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