

Small World Day Nursery

81 New Birmingham Road, Tividale, OLDBURY, West Midlands, B69 2JF

Inspection date

05/09/2014

Previous inspection date

18/03/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 quality of teaching is good. Children's individual learning is effectively supported by staff who observe and assess children's capabilities and plan effectively for their future learning. As a result, children make good progress and are well prepared for school.
- Staff work effectively as a team to meet the individual and group needs of the children. Consequently, children benefit from secure attachments that promote their emotional well-being and provide a secure foundation for their learning.
- Effective partnerships with parents ensures that children's individual needs are met. Furthermore, parents contribute to children's learning and are kept informed of their progress.
- Staff have an effective understanding of safeguarding procedures and there are detailed policies in place to support practice. As a result, children are protected and kept safe from harm.

It is not yet outstanding because

- Staff have yet to implement strategies to ensure an extremely sharp focus is given to children's individual next steps in learning during all activities.
- Opportunities to support children's reading are sometimes missed as the outdoor environment does not have labels or signs on resources and equipment.
- Children's independence skills are not always fully promoted as they do not have the opportunity to pour their own drinks.

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 conducted a joint observation with the manager.
- The inspector held meetings with the manager of setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the setting's self-evaluation form and action plan.
- The inspector took account of the views of parents and carers spoken to on the day and from parent questionnaires.

Inspector

Carole Price

Full report

Information about the setting

Small World Day Nursery opened in 1991 registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned. It operates from Tividale in Sandwell. The nursery serves the immediate locality and the surrounding areas. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across five rooms and have access to an enclosed outdoor play area. There are currently 53 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 14 staff working directly with children, all of whom have an appropriate early years qualification. Twelve of the staff are qualified to level 3 and two hold qualifications at level 2. 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:

- make children's next steps in learning more visible to all staff and parents, so that an extremely sharp focus can be given during all activities in order to support children's good progress even further
- support children's interest in reading further, for example, by making the outdoor environment rich in print with labels and signs for resources and equipment
- consider providing smaller resources so that children's excellent independence skills can be even further supported when pouring their own drinks.

Inspection judgements

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

Children throughout the setting benefit from a good quality educational programme that effectively promotes their learning in all areas. The quality of teaching is good and ensures children learn through a developmentally appropriate balance of both child-initiated play and targeted adult-led experiences. Specific individual learning intentions are clearly identified; as a result, children achieve well and make good progress. Individual rooms are well presented and provide opportunities for children to explore a stimulating learning environment. Consequently, children of all ages are active and inquisitive learners who enthusiastically explore and embrace new experiences. For example, young children's interest is ignited by the opportunity to explore the texture of different materials, such as gloop and custard. Supported by staff, children demonstrate sustained interest as they

investigate and describe the different mixtures. Sensory play is valued throughout the nursery and provides excellent opportunities for children to experiment with different textures. It also stimulates their interest in mark making, as pre-school children make patterns and shapes independently as they play in shaving foam, in preparation for letter formation. Staff understand how children learn and effectively support children in developing the fine muscle control in their hands and fingers in preparation for early writing. Babies and young children enjoy playing with cause and effect toys where they push and turn buttons. Older children have ongoing opportunities to handle small tools and equipment, for example, when using paint and other raw materials. Children in the pre-school room use writing implements with increasing skill as they practise writing their name. Staff have high expectations for all children. They provide a wide range of interesting and challenging experiences and high levels of support. Consequently, all children make good progress given their starting points and are acquiring the skills, attitudes and dispositions they need to be ready for school.

Children's communication and language development is given a high priority. The setting uses a language-screening tool to ascertain children's language and understanding. This is used frequently to measure and review children's progress. Consequently, speech and language difficulties are quickly identified and tackled early to ensure children get the support they need. Both small group activities and one-to-one support are well used to develop children's listening skills, and their understanding and speech. This means, children are making good progress in their communication and language development, given their starting points. Staff continuously extend children's vocabulary as they play, for example, introducing new words as they encourage children to describe different textures during sensory activities. Children respond enthusiastically as they describe the texture as 'stringy spaghetti', as they scoop mixtures into their hands. Children benefit from a print-rich environment and are learning that print carries meaning. Children are encouraged to think critically and explore possible solutions. For example, pre-school children consider which pieces they need to be able to complete the train track. Provision for children to make good progress in mathematics is embedded throughout the setting. Younger children participate in counting songs and number rhymes. Pre-school children are encouraged to count for a purpose, such as during routines when laying the table for mealtimes. Furthermore, mathematical vocabulary is used as children compare quantities and recognise one more and one less.

Individual staff members know what their key children can do and what they need to do to support their development further. They indicate on written planning sheets how adult-led activities and interaction will support individual children's needs in relation to their interests. This ensures provision is consistently tailored to the needs of individuals. However, the setting has yet to implement strategies to ensure extremely sharp focus is given to children's individual next steps in learning by making these next steps visible to staff and parents to further promote good progress in all areas. Staff keep learning journey records to follow individual interests and monitor their progress using a development tracker. Parents are encouraged to share details of their child's capabilities at admission and are well informed about children's progress, including the progress check for children between the ages of two and three years.

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

Children's emotional well-being is effectively promoted throughout the setting. A key-person system ensures all children benefit from strong attachments and provides a strong foundation for their general well-being. The caring and supportive environment helps children feel safe and secure. Settling-in sessions are used to build relationships with parents who are encouraged to share details of their child's individual care needs and routines. Consequently, staff know individual children well and children benefit from consistent care. Transitions throughout the setting are flexibly managed to meet children's individual needs. Staff discuss children's impending move into the next room with parents and provide numerous opportunities for children to visit. Consequently, children are reassured by the presence of familiar staff who are on hand to provide activities and experiences that they enjoy.

Relationships are a key strength and the teamwork in harmony to ensure continuity of care throughout the setting. Staff work effectively within individual rooms to meet the individual and group needs of children in their care. They are positive role models, who led by the management team, cultivate a caring, supportive and respectful culture. Consequently, all children who attend the setting are valued as individuals. Children of all ages display a strong sense of belonging and confidently explore a well presented and accessible learning environment. Children's personal, social and emotional development is well fostered. This promotes children's confidence and their enthusiasm for learning, which helps ensure children are well prepared for their transition into school. Children are well supported by staff who help them achieve personal independence. Consequently, even children under two years, feed themselves with increasing skill at mealtimes. Older children serve their own food at lunchtimes, access their own water bottles, toilet themselves and put on their coats before playing outside. However, children's independence can be developed further by allowing children to pour their own drinks at mealtimes. Effective, developmentally appropriate behaviour management strategies and positive reinforcement are consistently implemented throughout the setting. Consequently, children are learning the importance of socially acceptable behaviour. They listen and respond positively to simple explanations and older children are encouraged to reflect and consider the consequences of their own behaviour. As a result, children are learning to cooperate as they take turns and share resources with their peers. Meaningful explanations help raise children's awareness of how they can keep themselves safe. For example, children are reminded of safe practice when walking up and downstairs or accessing climbing apparatus outside.

Children's physical health and well-being is very well promoted by staff who encourage active living. Health care plans are individually tailored and closely monitored by the management team to ensure individual health and dietary needs, including the safe administration of medication, are fully met. Children are encouraged to make healthy choices about what they eat and access water independently. Menus are carefully considered to ensure children benefit from a balanced and nutritious diet. The outdoor learning environment provides valuable opportunities for children to learn in different ways and to extend their learning in other areas while being physically active. For example, pre-school children practise writing their name on the fence using water and paintbrushes.

The outdoor area has been purposefully designed to complement and further extend children's learning. Consequently, children of all ages have access to an excellent range of interesting and physically challenging resources. As a result, children are highly motivated by the outdoor play area and are eager to play outdoors in all weathers. However, the outdoor environment can be further improved by providing signs and labels for children to develop their literacy skills.

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

Effective systems are well established and continuously reviewed to ensure both the safeguarding and welfare, and the learning and development requirements, are well known and effectively met. Since the last inspection by Ofsted, where the setting received a number of actions to improve and a subsequent monitoring visit, the setting has taken appropriate steps to raise standards. For example, staff have improved their safeguarding knowledge and the deployment of staff now ensures the needs of children are met. The improvements made since the last inspection have been prompt and effective and arrangements for safeguarding children within the setting are now very good. Induction procedures, clear policies and regular training ensures that all staff, including cover staff and apprentices have a secure knowledge and understanding of safeguarding issues. Consequently, staff are well informed about the possible indicators of abuse and are able to implement appropriate procedures if they are worried a child is being abused. There is also information displayed in every room with contact numbers so staff are able to contact the relevant professionals if necessary. Rigorous vetting and recruitment procedures ensure staff are suitable to work with young children. Regular checks, close supervision and robust questioning helps ensure staff's continued suitability to work with young children. Staff are fully aware of the importance of raising any concerns about staff practice and have excellent opportunities to do so. Risk assessments are completed and appropriate action is taken to minimise identified hazards, this helps ensure children's safety within the setting.

Good leadership, effective systems to monitor and manage staff performance and a programme of professional development helps the setting continually improve. There are regular observations and supervision sessions with staff, which allows for opportunities for coaching. Supervision contributes to annual appraisals, where future training needs are identified. Staff access regular in-house training or other development opportunities to further improve their knowledge, understanding and practice. Staff are also supported as they enhance their current levels of qualification. For example, the deputy manager is currently working towards an early years qualification at a higher level. The management team is committed to improving the setting and have been reviewing the systems to monitor staff practice and the way in which the curriculum is delivered. There are systems in place to monitor the quality of the educational programme, the implementation of planned learning and its impact on children's progress. This ensures any gaps in the educational programme are identified and addressed and any children falling behind their peers, or below their expected achievements, are quickly identified. Consequently, all children benefit from an excellent range of activities and experiences, which help them

make good progress towards the early learning goals given their starting points.

Self-evaluation is effectively used to identify priorities for improvement that are then used to set future targets. The management team welcome feedback from parents and staff to further improve the setting. Partnerships with parents, external agencies and other providers make a strong contribution to meeting children's individual needs. Parents spoken to during the inspection are very happy with the care their children receive. They state their children enjoy coming to the setting and comment upon how staff listen to their feedback and act upon it immediately. Staff throughout the setting create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. This means every child receives a happy and enjoyable early years experience that prepares them well for school or the next stage in their learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	255150
Local authority	Sandwell
Inspection number	967645
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	53
Name of provider	Sandra Ann Squires
Date of previous inspection	18/03/2014
Telephone number	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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