

World of Children

51 Carlyle Road, Mission Hall, Ealing, London, W5 4BP

Inspection date

09/09/2014

Previous inspection date

17/03/2014

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

- Children are happy and settled because of the good relationships that develop between children, staff and parents.
- The manager carries out spontaneous activities in response to events and children's interests. There is a clear focus on developing children's communication.
- Children develop independence and are well prepared for their move to the older children's setting.
- The manager demonstrates a strong reflective and evaluative ability to continue to make improvements to the setting, using feedback from parents and staff.

It is not yet outstanding because

- Text and number are not always used effectively outdoors to fully extend children's learning.
- The role play resources do not currently reflect the diversity of all the children attending the setting.

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 children during activities inside and outside.
- The inspector talked to parents, staff and children.
- The inspector met with the manager and carried out a joint observation.
- The inspector sampled some policies and documentation.
- The inspector read the self-evaluation form.

Inspector

Louise Bland

Full report

Information about the setting

World of Children Day Nursery registered in 2010 on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. The nursery is located in the London Borough of Ealing and operates from a church hall. Children have access to a secure outdoor play area. The setting is open from 7.30am to 6.30pm. The nursery caters for children who have special educational needs and/or disabilities and children who learn English as an additional language. The nursery employs eight members of staff, seven of whom hold appropriate early years qualifications at levels 2 and 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to develop the outside area to provide further opportunities for children to experience the use of text and number in context with their outdoor play and activities
- develop the use of role play to fully reflect the cultural diversity of the setting and the local community.

Inspection judgements

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

Staff put great importance on developing children's language and communication skills. They use skilful questioning to encourage children to think about their reply and to develop language skills. Staff label objects as they talk to the children. For example, in the sand, staff label the sea creatures as the children investigate them. This helps to ensure children develop a good range of vocabulary and communication skills. Staff also use sign language to further develop children's communication skills. They support children who speak English as an additional language by using familiar words in their home languages. Children can choose from a range of books in different languages. Staff speak Urdu, Hindi and Afghani, which provides valuable support to children's understanding of difference and reflects the home languages of the children attending. This demonstrates staff are effectively supporting all children to make good progress in developing their communication skills.

Children learn through exciting spontaneous activities as well as planned learning experiences. For example, a tree had blown down over the weekend, leaving a large pile of leaves in the garden area. Staff used this opportunity to make a Forest area, equipping it with mini beasts, magnifying glasses, fir cones, posters and books. This provided

children with a great opportunity to explore, and to learn about the natural world.. Staff encouraged exploration and sang number songs about mini beasts, enhancing and extending children's language and communication skills further. This provided new challenges and promoted learning as children actively explore and develop their ideas.

Staff support children's individual learning using careful assessments to demonstrate what children already know and their next steps in learning. Activities are planned, adapting to each child's ability or preference, to ensure all children have the same opportunities and each child makes good progress. For example, during a painting activity, some children did not like to wear a painting apron and staff enables this preference. Children with special needs have an individual education plan to help staff and parents to support their learning.

The key person develops good relationships with children and their families. Parents contribute to initial assessments of their children so that the key person can plan for each individual child's needs and consequently, children settle quickly and make rapid progress.

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

The environment is colourful, clean and inviting. Parents say this helps their child to settle quickly. The indoor and outdoor environments support development in all areas of learning. Although the garden is small, children develop physical skills using resources in the main large room. However, the outside area does not currently provide opportunities for children to experience text and number during their play and activities. Although children hear and see examples of differing languages around them, the role play area resources do not currently reflect the diversity of the setting and the local area.

An effective key-person system ensures children are happy and settle quickly at the nursery. All staff develop good relationships with children. Behaviour is good, as children feel secure. Staff demonstrate good awareness of safeguarding children and demonstrate that they can follow procedures to support and protect children. Staff are knowledgeable and consistent about the procedures to be followed in all aspects of safeguarding children, including the indicators that would cause concern.

Children are encouraged to develop independence at meal times when they serve themselves and pass round plates to other children. Snacks and meals are healthy and well balanced. Drinking water is available for children to help themselves to at any time, in cups labelled with each child's photograph, so that children can identify their own cup. Staff have provided a mobile hand washing facility to ensure children can wash their hands after messy activities and before and after meals and snacks. These practices help to ensure children's good health.

A well-managed, individual transition programme from home to the setting ensures children settle quickly and feel safe. This ensures they can begin learning quickly. Transition to the next setting involves the key person and child visiting the new setting for lunch and play. Visits are tailored to individual needs and take varying amounts of time.

Because of this, children again settle quickly and can continue their learning. Occasionally a child may stay at the first setting for longer if staff and parents feel this is in the child's best interests.

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

The manager has a strong desire to improve the educational opportunities for children as the recent introduction of a Forest area demonstrates. Children learn about the natural world and to label objects in an exciting way. They also have the opportunity to visit local parks, shops and the library to enhance their learning.

There is a strong emphasis on safeguarding children and all staff have completed training in this area. The recruitment process is robust and ensures only suitable staff are employed. Staff are monitored and a robust staff training programme is in place for all staff. The manager encourages and supports staff to try new practices to enhance the learning opportunities for children. Staff and parents contribute to the self-evaluation process and the action plan, demonstrating the manager's strong commitment to improvement.

The manager has appointed an Early Years Foundation Stage officer to ensure planning and assessment is consistent. As a result, all children, including those with special needs and/or disabilities, and those who are learning to speak English, make good progress.

Partnership with parents is good as there is a good relationship between all staff and parents. The manager has planned further opportunities to develop partnerships with parents, including holding open evenings and opportunities for parents to attend a behaviour management course.

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	EY417826
Local authority	Ealing
Inspection number	972234
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	16
Name of provider	Patricia Stephenson
Date of previous inspection	17/03/2014
Telephone number	07799330906

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

