

Little World Nursery

111 Conway Street, Birkenhead, Merseyside, CH41 4AF

Inspection date

06/11/2014

Previous inspection date

20/04/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent understanding of how children learn and develop and plan exciting activities to provide optimal challenge for children. Consequently, children are keen learners and are exceptionally well prepared for their next steps in learning.
- Staff have excellent relationships with children as they know them extremely well and are attuned to their needs. Staff communicate with parents effectively about children's needs and provide exceptional support for children's emotional well-being.
- The leadership team effectively monitor staff's accurate and purposeful observations and assessments of children's progress. Their arrangements for sharing information with parents and other professionals are highly comprehensive. As a result, children are making rapid progress in their development and staff are able to secure interventions quickly where required.
- The leadership team is passionate and dedicated in achieving the best outcomes for children. Staff are very well supported by targeted training and regular supervision meetings to reflect on and evaluate their practice. Consequently, they are able to effectively support children to achieve excellent early years outcomes.
- Staff have an extremely strong knowledge of the signs and symptoms of abuse and are confident in following the robust policies and procedures in place at the nursery. As a result, children are extremely well protected from harm.

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.

Inspection activities

- The inspector reviewed evidence of staff suitability to work with children and samples of their qualifications including paediatric first-aid.
- The inspector observed activities in all areas of the nursery and conducted a joint observation with the manager.
- The inspector reviewed evidence of children's learning and spoke with staff at appropriate times during the inspection.
- The inspector took into account the views of parents and children spoken to during the inspection and evidence of written feedback from parents collected by the setting.
- The inspector met with the leadership team and reviewed the self-evaluation form and a sample of policies and procedures.

Inspector

Lauren Grocott

Full report

Information about the setting

Little World Nursery has been registered since 2004 and is owned and managed by a charitable organisation. It is registered on the Early Years Register and operates from two main rooms within the Wirral Multicultural Centre in the Birkenhead area. The nursery is accessible to all. The nursery operates from 8am until 6pm, Monday to Friday, all year round, except bank holidays. There are currently 51 children on roll who attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and provides funded education for two-, three-, and four-year-old children. There are eight staff who work directly with the children, all of whom all have an appropriate qualification at level 2 or 3, or are working towards one. 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:

- enrich even further the good opportunities for younger toddlers to learn about sharing, for example, by role modelling turn taking when using resources.

Inspection judgements

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

Staff have an excellent understanding of how children learn and develop and plan exciting activities to provide optimal challenge for children. For example, babies are mesmerised by projected images on the ceiling during sensory play and their understanding of technology is very well supported as they learn how to turn torches on and off. Older toddlers delight in imaginative play with their superhero toys and pre-school children develop an exceptional understanding of the world, by crafting volcanoes and mixing substances to make them erupt. Children have an exceedingly good understanding of diversity and other cultures as they are encouraged to think about or celebrate cultural events. Staff support this understanding further by inviting colleagues into the nursery of different faiths, to discuss these events and what they mean. Staff have an especially sharp focus on children's communication and language skills. They use a variety of innovative techniques to help children develop these skills, such as signing and visual aids. Staff also provide opportunities for children to complete activities in different learning environments, such as the outdoor classroom, to support their early communication.

Staff use all opportunities available to them to provide a rich, varied and imaginative curriculum for children, which enhances all aspects of their development. Children delight in playing with the enthusiastic staff who fully immerse themselves in children's play, for example as they dress up or act as a patient in the children's hospital. Staff skilfully extend children's learning by asking questions about what they are doing and what might happen

next. For example, as children notice that the water in their paint pot has changed colour, staff support them to develop effective problem solving skills as they consider how to make a different colour. Staff support children in receipt of funding for early education exceptionally well, and the arrangements for supporting children with special educational needs and/or disabilities are also very strong. As a result, all children are keen learners and are making rapid progress from their starting points. This means they are exceptionally well prepared for their next steps in learning or a move to school.

Staff use the meaningful and high-quality information they collect from parents to inform their detailed baseline assessments of children's existing skills. Staff complete frequent and accurate observations of children's learning and use these to plan dynamic and exciting activities for children to extend their learning. Children are very well supported by the assessment arrangements, which are rigorous, and staff provide them with a varied and innovative curriculum. Parents are kept well informed of their children's learning as they are invited to attend parents' evenings, comment on children's learning records and next steps, or conduct joint observations of their children's play with staff. Staff have robust arrangements in place to complete the progress check for children aged between two-and-three years, they share this with parents to support their understanding of children's progress and how to develop this further at home.

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

Staff have excellent relationships with children as they know them extremely well. Children benefit from the key-person system, which actively contributes to children's emotional well-being. Children have an excellent understanding of how to behave at the nursery and play exceptionally well alongside each other as staff positively manage their behaviour. As a result, all children's self-confidence and self-esteem is very well supported. Staff very occasionally do not build completely on opportunities for younger toddlers to develop their understanding of turn taking. However, overall, staff are exemplary role models for children and skilfully redirect their attention where appropriate. Staff make highly effective use of space as they move between the indoor and outdoor area, a hall and the outdoor classroom. They understand that some children require a quiet or more enclosed environment in order to fully engage in learning. Consequently, children's motivation and engagement is significantly enhanced by the carefully planned and well-resourced learning environment.

Staff ensure that the routines of the day meet the needs of all children as they obtain meticulous detail from parents about children's individual needs. This means that staff are attuned to the needs of each child and provide them with opportunities to develop their self-care skills from an early age. For example, mobile babies can crawl into low-level cots to rest and toddlers pour themselves a cup of water when they are thirsty. Staff are animated and dynamic in maintaining children's interest as they develop an understanding of how to keep themselves safe. Pre-school children especially show an exceptional knowledge of how to protect themselves and of things that might harm them, as staff communicate with them in an animated way to support their understanding. Staff emphasise the importance of undertaking physical exercise by providing children with frequent opportunities for outdoor play and children gain an excellent understanding of

how to take safe risks by, for example, using large apparatus in the outdoor area.

Children's understanding of their own health is extremely well supported. Staff provide children with clear messages about the importance of washing the germs off their hands before they eat a meal and older babies use tissues independently to wipe their own noses. Children also attend health promotion events with staff and the nursery has recently obtained a health promotion award. For example, children learn the importance of looking after their teeth and staff support parents in registering their children with a local dentist. Children are provided with nutritious meals, which match their individual dietary requirements. Staff use mealtimes as an opportunity to socialise with children and discuss where their food comes from and how it grows. As a result, children are receiving exceptional support to develop their understanding of healthy lifestyles.

Children are provided with excellent emotional support as they move in to the nursery or on to school. Staff maintain communication with parents exceedingly well in order to provide the best possible support for children as they settle in to the nursery. As children move through the nursery, meaningful and comprehensive information is shared between parents and each key-person, to fully support children as they get to know their new room. Where children attend other settings, staff proactively seek information from each setting to ensure they have a full and accurate picture of children's needs. As children prepare for school, staff attend visits with children and their families, and work in partnership with parents to focus sharply on developing children's independence and the key skills they require to emotionally prepare them for a move to school.

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

The leadership team has an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have an extremely strong knowledge of the signs and symptoms of abuse and are confident in following the robust policies and procedures in place. Staff are vigilant in identifying and minimising hazards at the nursery or during outings, to keep children safe. Staff keep accurate records of all children in attendance as well as visitors and they ensure that unauthorised persons are unable to access rooms being used by the nursery. The leadership team has robust recruitment procedures in place and routinely ask staff to declare their continuing suitability to work with children, in addition to completing vetting checks. As a result, children are extremely well protected from harm.

The leadership team has an exceptional understanding of the learning and development requirements of the Early Years Foundation Stage and ensure that children are receiving a consistently high-quality curriculum, which promotes their learning in all areas. The leadership team's arrangements for monitoring the provision are robust as they regularly review staff's accurate and detailed records of children's learning. Staff arrangements for sharing information with parents and other professionals are highly comprehensive and successful. As a result, children are supported to make rapid progress in their development and staff are able to secure interventions quickly where required. Children in receipt of funding for early education at the nursery are exceedingly well supported as the

leadership team use innovative strategies to engage their families. For example, those children who attend the nursery in term time only are invited to attend additional play sessions over the summer with their families. This enables staff to strengthen the consistency of approach between home and the nursery further, regarding children's learning and development. As a result, children's needs are met by highly effective partnership working with parents and other agencies.

The leadership team is enthusiastic and dedicated to achieving the best outcomes for children. Staff are very well supported by the leadership team and benefit from targeted training and regular supervision meetings. The entire staff team including managers regularly reflect on their own individual practice and also the learning environment to ensure that they are able to effectively meet the needs of the children attending. The leadership team's self-evaluation is ongoing and accurate in identifying priorities for improvement. They take swift action wherever possible to ensure that the care and learning opportunities provided are of the highest quality and to continually drive improvement. The leadership team complete observations of staff to identify training needs. This means that all staff receive exceptional support in continually improving their already excellent practice.

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	EY281130
Local authority	Wirral
Inspection number	861069
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	51
Name of provider	Wirral Multicultural Organisation
Date of previous inspection	20/04/2009
Telephone number	0151 666 4547

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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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