

# Smallworld

Sandiway Primary School, Norley Road, Sandiway, NORTHWICH, Cheshire, CW8 2JX

<b>Inspection date</b>	02/12/2014
Previous inspection date	28/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Leadership is strong because those in charge have a good understanding of the Early Years Foundation Stage. They monitor how well staff support and teach children to make sure all children are doing as well as they possibly can.
- The quality of teaching is good because staff provide a wide range of stimulating and challenging activities and effectively support children to make good progress in all areas of their learning and development.
- Staff demonstrate a good understanding of their responsibility for safeguarding and protecting children from harm. As a result, children's needs are well catered for and they are kept safe and secure at all times.
- Children are well prepared for the next stage in their learning because staff provide appropriate support to prepare them for their transitions when they start, as they progress between rooms in the setting and when they move into school.

### It is not yet outstanding because

- There is scope to improve the outdoor area further by giving more opportunities for children to investigate the natural world. For example, by providing chimes, streamers, windmills and bubbles to allow children to investigate the effects of wind.

## 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 talked to children and staff and held discussions with the manager and registered person during the inspection.
- The inspector undertook a joint observation with the manager of the setting.
- The inspector looked at children's observation and assessment records and the planning documentation
- The inspector checked evidence of suitability and qualifications of the staff and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Ron Goldsmith

## Full report

### Information about the setting

Smallworld is one of two settings owned and managed by Smallworld Pre-school and Link Club Limited. The setting was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and offers pre-school and out of school care. The setting operates from rooms in a demountable building in the grounds of Sandiway Primary School in Northwich, Cheshire. The setting is open Monday to Friday, from 9am to 2.45pm during term time. Two-year-old children attend from 12.15pm until 2.45pm. The out of school club is open Monday to Friday, from 7.45am to 9am and 3pm to 6pm during term time, and from 8am to 6pm during school holidays. All children have access to an enclosed outdoor play area. The setting serves the local and surrounding areas and children attend for a variety of sessions. There are currently 144 children on roll. Of these 91 are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. The setting employs 10 members of childcare staff. Of these, six hold qualifications at level 3, one at level 5 and one has an Early Years degree. The setting supports a number of children who speak English as an additional language.

### What the setting needs to do to improve further

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

- enhance opportunities for children to further investigate, explore and find out for themselves about the natural world, by providing more resources in the outdoor play area.

### Inspection judgements

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

Staff know children well and talk confidently about where they are in their learning and development. They gather useful information from parents when children first attend the setting and use this information, along with their own observations, to identify the starting points in children's learning. Some children are learning English as a second language and staff promote the language development of these children in a number of ways. For example, they encourage children to use their home languages within the nursery and provide well-planned opportunities to help children learn English. Two-year-old children arrive at the setting in the afternoon and clearly enjoy their early learning as they begin to share and play confidently in small groups, operating computers and battery operated toys as they find out about the world around them. Arrangements for their movement into the older pre-school room are thoughtful and effective in helping them to settle and adjust. The progress check for children between the ages of two and three years is carried out and shared with parents. This helps to identify any early concerns and ensure that any gaps in development are quickly acted upon. As a result, children are supported to make

good progress. Staff understand when they would need to enlist help from other professionals to support children with special educational needs and/or disabilities. Observations of children are regularly evaluated to identify what they are learning and what staff need to do to support their continuing progress. Planning is linked to children's individual interests, which ensures that children are engaged and eager to take part in the activities on offer. Consequently, children develop a broad range of skills, as well as a positive disposition and attitude towards learning. This helps to prepare them well for future learning, such as when they move between rooms or on to school.

The quality of teaching is good. Staff engage children in conversation and children chat comfortably with them. For example, in the outdoor environment children talk with staff about what they doing as they create a vehicle for transport, using pallets, tyres and chairs. They use the structure to test their skill in balancing and jumping, and staff allow children to develop their risk taking, quietly making sure they are supervised. Children search for a suitable steering wheel, 'something round' say children, and quickly move their game on by saying that they have brought binoculars to 'look for pirates'. When children play in the sand, they weigh, count and compare items. They measure volumes of sand into different containers and gain an awareness of shape, size and numbers. Staff demonstrate skill by knowing when to interact with children to extend their learning, and when to allow children to explore independently. The healthy approach to rigorous physical exercise is continued indoors as children begin the day singing a lively song with actions. Children thrive as staff promote movement and exercise by playing and singing songs with plenty of actions. The experienced and enthusiastic staff encourage all children to join in and enjoy the activity. Children show an interest in the natural world because they grow flowers and vegetables in the outdoor planting area. However, opportunities for children to investigate the natural world further, for example, by providing chimes, streamers, windmills and bubbles to investigate the effects of wind are not as expansive. Staff encourage children to make their own choices of when to play outside as they provide continuous free flow to all areas. Children are developing their physical skills as they negotiate their way around the outdoor area. The opportunities for children to make their own independent choices encourages their self-esteem and good behaviour, as well as enhancing their learning.

Staff recognise and value the role of parents, which results in a very positive partnership. They work closely together to exchange information about the children. For example, all parents receive daily verbal feedback, a summary of children's progress, newsletters and an opportunity to attend a parents' evening. Parents are able to read children's learning records and contribute to the purple book in order to share their children's interests with staff on an ongoing basis. Parents comment that they are delighted with the progress their children are making. Communication between parents and the setting is effective and supports children's learning. Parents contribute to an initial assessment, which supports children's ability to quickly settle into the setting from home. Parents' evenings are a success, enabling parents to contribute to their children's ongoing progress. Conversations with parents confirm they are very happy with the level of communication and they feel involved in their children's learning. They say children start school much more confidently if they have attended the setting. Overall, children are gaining the key skills needed to support their future learning.

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

Children form good relationships with each other and with staff, who support their emotional and physical well-being and help them to feel secure. Children benefit from consistent carers. All staff know the children well and spend time getting to know them when they start to understand what interests them and motivates their learning. The key-person system supports the sharing of information between parents and staff to make sure that children's individual and specific needs are met. For example, children who might need extra support are quickly identified and staff are clear about the procedures to follow to ensure their needs are met. Staff have a calm and consistent approach, and they give support and guidance, which children respond positively to. This encourages them to behave well. They remind children about taking turns and being kind to each other. The good settling in procedure fosters positive behaviour further. Consequently, children quickly become familiar with the routines and expectations of the setting. They play well together and show care and concern for their friends, sharing resources willingly. Children show good levels of independence. For example, they help to tidy away, take plates from their snack time to the bin to discard waste, or dress themselves up warmly to play outdoors. This helps children to develop confidence in their own abilities, which in turn helps them to be emotionally prepared for the move onto their next stage in learning, including school.

The setting is warm, welcoming and well organised. Children choose from a range of age-appropriate resources and play materials both inside and outdoors. Staff are vigilant in promoting children's safety. They check the premises for hazards on a daily basis and supervise children closely at all times. For example, they remind children about the importance of handling equipment correctly. The children are involved in safely managed risk taking, which helps them to learn about managing their own safety. For example, outdoors they enjoy climbing, jumping, running and digging. Children thoroughly enjoy the freedom to play outside, where they continue their learning.

Children's good health is promoted well. They have plenty of opportunities to enjoy vigorous and energetic play both indoors and outdoors. They enjoy fresh air and exercise and contribute knowingly in discussions with staff about healthy foods. Children take part in regular fire drills so that everyone knows what to do in an emergency. They learn to manage their own personal needs when they wash their hands before they eat or after messy play. Children enjoy snacks that are healthy and nutritious, and take into account their dietary needs, helping themselves to fresh fruit, cheese, crackers and milk or water.

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

Managers have a very good understanding of their responsibilities to ensure practice meets the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. They follow robust systems to ensure staff are suitable to work with children. Induction procedures provide new staff with information about

safety, evacuation procedures and roles and responsibilities. Staff attend regular safeguarding training. As a result, they are very confident about identifying and reporting any child protection concerns, which they may have about children in their care. A very effective range of policies supports their work and these are shared with parents when they start at the setting. Regular risk assessments are conducted to identify and remove hazards. Access doors are kept locked. Accidents are accurately recorded and shared with parents and staff follow well-developed procedures to ensure medication is administered safely. All staff have a current paediatric first-aid certificate. As a result, children are very well safeguarded at the setting.

The staff team is appropriately qualified and demonstrate a good knowledge of the Early Years Foundation Stage. They are supported effectively by the manager, who regularly observes their practice and gives constructive feedback to help them to improve their teaching skills. Staff have attended appropriate training courses, which have had a positive impact on their knowledge and skills. The manager monitors the educational programmes well to ensure children are making good progress. The setting tracks children's learning, to identify groups of children who may not be achieving at the expected rate. This is helping the team to ensure that suitable activities are planned and to evaluate their practice overall.

Staff share information with parents on a daily basis about children's routines and the activities they participate in. Displays in the entrance areas inform parents about staff, snacks, the Early Years Foundation Stage and other useful information. Parents spoken to during the inspection, express their satisfaction with the setting, especially the way that their children are progressing and able to settle quickly as they move into school. Staff understand the importance of establishing good links with external agencies and other professionals, such as the host school, to ensure that children's individual needs are met through appropriate intervention and support. They work closely with the local authority and the school's teaching staff, which further supports children's learning and promotes effective transitions.

### **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
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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

<b>Unique reference number</b>	EY226107
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	872504
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	56
<b>Number of children on roll</b>	144
<b>Name of provider</b>	Smallworld Pre-School and Link Club Ltd
<b>Date of previous inspection</b>	28/11/2011
<b>Telephone number</b>	07985094776 0160645422

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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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