

Small World Nursery

89 Bagley Wood Road, Kennington, Oxford, Oxfordshire, OX1 5NA

Inspection date	16/12/2014
Previous inspection date	16/05/2011

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		1
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 extremely well supported as they settle into the nursery and as they move between the rooms. This ensures families and children are emotionally ready as they go through changes and move up to school.
- Children demonstrate high levels of independence and their behaviour is excellent.
- The resources are of high quality and presented in a way that encourages children to be independent and active learners.
- Good quality teaching and interesting activities, such as feeding the goats and daily cooking, ensure children have exciting and varied learning opportunities. This supports them to make good progress.
- Kind and supportive staff help children to develop a strong sense of security and self-confidence.

It is not yet outstanding because

- Parents have daily communication about their child's day, but there are limited opportunities for them to share information about their child's learning from home.
- Current assessment systems do not lend themselves to reflecting on whole group progress. This makes it difficult for the management to compare progress for specific groups of children.

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 at play indoors and outdoors, and staff interactions with them.
- The inspector sampled documents including policies, registers and records of children's learning.
- The inspector spoke to parents and took into account their views.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector and manager conducted a joint observation.

Inspector

Natasha Crellin

Full report

Information about the setting

Small World Nursery is a privately owned Montessori setting offering nursery places to children aged from birth to five years, and an out-of-school facility. It opened in 1990 and operates from a converted barn and a bungalow in a rural area of Kennington, Oxford. Access to the building is via six steps. Children attend on a full- or part-time basis. The nursery is open from 8am until 6pm for 49 weeks of the year. Children have access to a large enclosed outdoor area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for three- and four-year-old children. The nursery currently supports children who speak English as an additional language, and children with special educational needs and/or disabilities. There are currently 101 children on roll. The setting employs twenty-six members of staff, some of whom work part time. All of the staff but one has undertaken Montessori or early years training and hold relevant early years qualifications at level 2 or above.

What the setting needs to do to improve further

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

- encourage parents to contribute information about their child's learning from home
- further evaluate assessments on children to be able to reflect on whole group progress, such as more able children and other specific groups.

Inspection judgements

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

Children make good progress in all areas of their learning and development. The quality of teaching is good and children enjoy a good balance of group and free play time. Staff plan a large variety of exciting learning opportunities to ensure children have fun as they learn. For example, children play an active role in feeding the goats and rabbits that belong to the nursery.

Parents receive regular information about their children's progress and have frequent meetings and daily feedback with their key person. This includes regular summative reports on their progress, and a detailed progress check when they are two years old. There are fewer opportunities for parents to share and celebrate information about children's learning at home, which means that there is only a one-way flow of information with them. Children with special educational needs and/or disabilities are thoroughly supported with individualised learning plans. Children who speak English as an additional

language make good progress, mostly due to the highly skilled bilingual staff who reflect a large variety of languages and cultures. Children frequently hear other languages spoken by the staff and they are positive role models of diversity and inclusive practice.

Children confidently explore and investigate the high quality Montessori resources. These are stored low down for children to access freely. Children set up, pack away and demonstrate a good understanding of where items are kept. Children take responsibility to keep their rooms clean and tidy. Constant opportunities for children to make choice about what they do and to be responsible for their own decisions supports the development of positive self-esteem.

The nursery has a strong focus on promoting children's personal, social and emotional development. As an example, staff use a small group session to teach children how to say 'excuse me' when they want to move past somebody. Children enjoy practising this skill with each other. As a result, children are polite and considerate to each other throughout the day and their behaviour is excellent.

An emphasis on children's physical development supports children to acquire good coordination as they climb, run, ride bicycles and play with balls in the large garden. Indoors, children develop smaller muscles as they sort beads, stack blocks and practise zip and button boards. These skills help them to develop independence in dressing and putting on their coats and shoes independently.

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

Exceptionally strong key-person arrangements effectively promote children's emotional well-being. Children have close bonds with the adults they work with and frequently move to them for cuddles, or to share exciting discoveries. These strong bonds give children confidence to explore their environment and try new things.

Children are always fully engaged due to the high quality resources and learning environment. The organisation of the rooms is highly effective and children are confident to select the toys they want and to move these to the areas in which they want to play. The high quality environment, indoors and out, inspires children to explore and develop creativity and imagination.

Children learn how to keep themselves safe and to take responsibility for themselves. For example, children participate in preparing healthy snacks of fruit and vegetables, and know how to use knives carefully, with the end down and fingers out of the way. Staff provide constant guidance for children as they work and support them in being successful in their task. Children of all ages are very independent, serving their own snack and tidying away their china plates and glass cups with an excellent understanding of how to do so safely.

The staff have worked hard to develop excellent systems to support children as they move up the rooms in the nursery, and eventually on to school. Children are prepared for their

move many months before they eventually stay in a new room. Close working relationships with the staff ensure children are confident in the care they will get as they move up. Prospective parents are encouraged to spend considerable time in the nursery before leaving their children. This ensures families and children are confident and settle quickly. As an example, prospective parents of the baby room enjoy weekly coffee mornings which provide them with an opportunity to spend time playing with their children before they start.

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

The manager fully understands her responsibility to promote children's learning and development. She regularly monitors children's progress and works closely with room leaders to plan activities that reflect children's individual learning needs. This helps to identify gaps in achievement as they emerge and ensures educational programmes are fit for purpose. The system to make judgements about specific groups in the nursery is less developed. This means the manager and staff do not analyse fully effectively how specific groups, such as boys and girls, or children that are more able, make progress in comparison to others.

Good arrangements are in place to promote children's safety. Staff are vigilant in their supervision of the children and do daily checks of the premises, garden and resources to ensure they are safe. The manager is responsible for child protection and has attended suitable training to support her in this role. Clear and appropriate written policies outline procedures staff follow if they are concerned about a child's welfare. Additional policies clearly describe the use of mobile phones and cameras and procedures for whistleblowing. Robust recruitment procedures include clear vetting practices to ensure staff are suitable to work with children.

Feedback from parents shows their children are happy and well settled at the nursery. Children benefit from the friendly and supportive interaction between the staff and their parents. This helps them to feel secure and settle quickly.

The manager and staff work well together as a closely knit team. The manager holds regular meetings, which helps to promote consistent practice. She understands the importance of supporting the professional development of the staff and training needs are identified in annual appraisals. The majority of staff are first-aid and safeguarding trained, and have suitable Montessori training that supports the setting's philosophy

Overall, self-evaluation is good. The manager shows commitment to continually improving the nursery and takes on board the views of parents and staff. Good progress has been made since the last inspection with all points in the report fully addressed. The nursery works closely with other agencies such as the local authority and speech therapists. This contributes to ensuring children with additional needs and/or disabilities receive the support they need. The nursery also enjoys a positive relationship with the local school, whose pupils frequently use their woodland area. This ensures children are familiar with

the teachers who will take care of them as they move up to school.

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	133393
Local authority	Oxfordshire
Inspection number	846402
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	100
Name of provider	Small World Nursery Ltd
Date of previous inspection	16/05/2011
Telephone number	01865 326660

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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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