

# Small World Nurseries Limited



Market Street, Whitworth, ROCHDALE, Lancashire, OL12 8RW

## Inspection date

23 July 2015

Previous inspection date

26 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Information gained from observing children as they play is not consistently used to monitor children's learning and development. Therefore, planned activities do not always offer appropriate challenge.
- Staff do not always consider their own use of language when supporting children's communication and language.
- Staff do not always share effective information about a child's development stage when they are cared for by others, in addition to receiving care from the nursery.

### It has the following strengths

- Staff encourage children to be confident and to independently explore the environment and resources. This helps children to follow their own interests and use their own ideas in their play.
- Positive attachments have been formed between children and staff. Staff understand children's care needs and often join in their play to offer support and guidance. This supports children's physical and emotional well-being.
- Staff attend regular statutory and non-statutory training events. They are able to share practice and develop their knowledge further through attending staff meetings and local authority meetings. This has a positive impact on children's learning.
- Staff regularly praise children and celebrate their achievements. Staff are effective role models and support children in understanding different routines. Children are well behaved.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the observation and assessment process, in order to better understand children's individual levels of achievement, monitor their progress and accurately plan for the next steps in their learning and development.

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

- model language more effectively to further develop children's communication and language
- develop partnership working when children receive care from multiple carers to improve information sharing about their developmental stage.

### Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, staff, the manager and the owner throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and completed a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the management team's self-evaluative practice and improvement plans.

### Inspector

Elisia Lee

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Planned activities generally support children's interests and promote all areas of learning. Staff use mathematical language well during activities to consolidate older children's understanding of mathematics and to promote their language and communication skills. However, at times, staff do not consider how to use their own language more effectively to extend children's language and communication skills even further. Occasionally, some staff name objects incorrectly and miss opportunities to ask children questions about what they are doing. Although staff observe children as they play, they do not always identify children's developmental stage and monitor their progress. Therefore, planned activities do not always offer appropriate levels of challenge to extend children's learning, and they do not make the best progress they can in preparation for school. However, nearly all children are within the typical range of development for their age. Partnerships with parents are firmly in place and information about children's needs is regularly exchanged.

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

Staff have created a warm and friendly environment. A key-person system is in place and children's emotional well-being is effectively supported. For example, staff are quick to offer reassurance to children who are a little unsettled. Children learn about healthy lifestyles through eating varied meals, which incorporate fresh fruit and vegetables. All dietary requirements are catered for. Children access outdoor play everyday, which promotes their good health and physical well-being. Partnerships support children through times of change. Local teachers are invited to the nursery to discuss children's needs with staff. This enables teachers to understand children's needs and support their move to school. However, information about children's needs is not shared as well with other providers who share the care of them. This means that information sharing is not as purposeful as it could be to reinforce children's needs and complement their learning.

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

Staff have a reasonable understanding of the Early Years Foundation Stage requirements. They are well qualified and attend regular training. This enhances their practice and helps them to support children with their learning and development. Risk management and daily safety checks are in place to ensure the environment is safe for children. Staff have an appropriate knowledge of safeguarding practice and are aware of the procedures to follow should they be concerned with a child's welfare. The management team regularly evaluate their practice and have identified key priorities to further develop and improve quality. All actions from the previous inspection have been addressed. Teaching practice is generally good and children make some progress in their learning and development. However, the inconsistent tracking of children's achievements means that teaching opportunities do not maximise their learning. Partnerships with parents and other professionals are in place to meet children's needs.

## Setting details

<b>Unique reference number</b>	EY253263
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	872622
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	55
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Small World Nurseries Limited
<b>Date of previous inspection</b>	26 March 2012
<b>Telephone number</b>	01706 359 768

Small World Nurseries Limited was registered in 2003. The nursery employs 14 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 4, 11 hold level 3, one holds level 2 and one is unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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