

Small World Nursery

22 Tolpits Lane, Watford, Hertfordshire, WD18 6AA



Inspection date

Previous inspection date

7 August 2015

19 April 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a secure knowledge of the Early Years Foundation Stage requirements. Teaching is consistently good within all rooms and at times outstanding in the older children's room. Staff provide stimulating activities which challenge children and extend topics to build on children's interests.
- Children's well-being is promoted very well. The key person collects detailed information on children when they start and uses this to help them settle into nursery. They use their knowledge of each child to tailor a smooth move between rooms and introduce new expectations appropriate to their age. This builds on children's self-esteem as they take pride in the new skills that they master.
- Partnerships with parents are well established. They have frequent opportunities to share information and view their child's progress regularly. Staff provide noticeboards and a secure log in for parents to access the nursery website. Parents are extremely happy with the care that staff provide.
- Safeguarding measures are rigorous. Staff are aware of their roles and responsibilities to promote the welfare of children and ensure the premises remain secure. In addition, they complete detailed daily risk assessments on all the areas children use to minimise potential hazards.

It is not yet outstanding because:

- On occasions, the most-qualified staff are not deployed efficiently to maximise the learning opportunities for the younger children.
- The support offered to staff does not always focus on how to constantly improve their very good standard of teaching to promote children's maximum progress.

What the setting needs to do to improve further

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

- review deployment of more-qualified staff at different times of the day to provide younger children with even more opportunities to learn as they explore
- build upon current support for staff to explore further ways to develop first-class teaching practice in all areas and support children to make the best possible progress.

Inspection activities

- The inspector observed children's activities in all three rooms, outside and during the lunchtime and teatime routines. She talked to children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the deputy manager and held discussions with the deputy manager and some other members of staff.
- The inspector sampled the nursery documentation, including a self-evaluation form, policies, children's learning journals and staff files.
- The inspector took account of the views of parents through discussions on the day.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a well-balanced learning programme within each room, which includes both adult-led and child-chosen activities. Babies are beginning to develop speech sounds and enjoy finding their own nose and eyes as part of naming games. Older children respond to simple instructions and use paints to explore colours and how these can be changed. They take turns as they share resources with their friends and embrace the regular praise that they receive. Children enjoy make believe as they delight in pretending mini-beasts fly around them. Children are developing good mathematical skills; they show understanding of positional language and how numbers can be used for counting. During their time in nursery, children develop a positive attitude to learning which prepares them well in readiness for school. Staff carefully record children's achievements and complete precise assessments. They consistently follow children's next steps in learning to ensure any gaps close rapidly and support them to make good progress.

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

Children enjoy their time at nursery and seek comfort from familiar adults when needed. This shows that they have developed secure bonds with the adults that care for them. However, at times during the day, the more-qualified staff focus on routine care practices. As a result, they are not always deployed well enough to extend upon children's learning during their early explorations. Children show awareness that some actions can hurt others and refer to visual aids to help them to follow the nursery boundaries. They enjoy taking on the responsibility of small tasks and show independence with self-care; they lay the table for teatime and brush their teeth after eating. The chef provides a range of freshly cooked meals each day and fully includes those with dietary requirements. Children enjoy frequent opportunities for fresh air and exercise through the use of a local allotment and well-resourced outdoor spaces. These activities contribute towards their good health.

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

The focused management team aim to provide the highest quality of care for children. They welcome the advice of a local consultant to continually reflect on all areas of practice, supporting continuous improvement. Children's overall progress is reviewed each term to focus on all areas of learning and improve their experiences. A current focus includes activities to promote children's communication and language development. Recruitment procedures ensure the suitability of all those working with children. In addition, thorough induction procedures and regular testing ensure that all staff have a very good understanding of the nursery policies. This helps them to effectively implement procedures as needed and know what action to take, such as when a child is taken ill. Supervision arrangements highlight staff strengths and areas for development, with many staff currently being supported to gain a qualification. However, the management team do not always consider ways to enhance the quality of teaching throughout the nursery to promote children's optimum achievement.

Setting details

Unique reference number	EY217923
Local authority	Hertfordshire
Inspection number	848189
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	60
Name of provider	Small World Community Nursery Ltd
Date of previous inspection	19 April 2010
Telephone number	01923 230300

Small World Nursery was registered in 2002. It is a non-profit making organisation managed by Directors and parents who sit on the nursery's management team. It is a core partner of the Westfield Children's Centre located next door. The nursery is situated on the Westfield Community Technology Campus, the entrance is in Croxley View. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round except for bank holidays and between Christmas and New Year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

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