

# Small World Nursery

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



## Inspection date

9 December 2015

Previous inspection date

16 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The quality of teaching is variable because staff are not always deployed effectively to support children's learning and development.
- Registers are not always completed accurately to provide a full account of the children present and their hours of attendance.
- The organisation of the lunchtime routine means that children sit for long periods of time. They are not engaged in worthwhile activities to ensure that they make consistently good progress.
- On occasions, staff miss opportunities to teach children how to promote their own health and independence skills.

### It has the following strengths

- There is a sensitive settling-in process in place when children start at the setting and move between rooms. Subsequently, children are settled and confident.
- Staff have a sound understanding of their responsibilities to safeguard children and are clear about how to implement the policies and procedures to keep them safe.
- The environment is safe, secure and stimulating for children. They enjoy their time at the setting and are eager to learn.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that staff are deployed effectively, so that there are sufficient staff working directly with the children to support their individual needs</li> </ul>	15/01/2016
<ul style="list-style-type: none"> <li>■ ensure an accurate daily record is maintained of the names of the children being cared for on the premises, and their hours of attendance</li> </ul>	15/01/2016
<ul style="list-style-type: none"> <li>■ review the organisation of routines, including at lunchtimes, to ensure that children are consistently engaged in worthwhile activities and not left to sit for extended periods of time</li> </ul>	29/02/2016
<ul style="list-style-type: none"> <li>■ maintain a daily record of the names of the children looked after on the premises and their hours of attendance</li> </ul>	15/01/2016
<ul style="list-style-type: none"> <li>■ maintain a daily record of the names of the children looked after on the premises and their hours of attendance</li> </ul>	15/01/2016

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

- ensure staff promote the good health of all children by improving teaching arrangements so that children take the necessary steps to prevent the spread of infection and learn about the importance of good health.

### Inspection activities

- The inspectors observed the quality of teaching and the impact this has on children's learning.
- The inspectors took into account the views of parents.
- The inspectors conducted a joint observation with the manager.
- The inspectors sampled a range of documentation, including policies and procedures, children's developmental records and staff information.
- The inspectors spoke to staff and children at appropriate times during the inspection.

### Inspectors

Carla Roberts / Nikki Whinton

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Arrangements for safeguarding are effective. Managers and staff have a clear understanding of their role to keep children safe. They are clear about the process to follow if they are concerned about a child's welfare. Records of accidents are reviewed regularly so that proactive steps can be taken to minimise risks and hazards to children's safety. Leaders and staff generally understand their roles and responsibilities; however, records of children's attendance are not always completed accurately at the start of the day. This means that, on some occasions, children are not accounted for when they first arrive at the setting. The manager has recently improved the system in place for the supervision of staff, and this needs to be embedded into practice to ensure that it is fully effective.

### **Quality of teaching, learning and assessment requires improvement**

Staff interact well with children, talking to them and asking questions throughout the day to support and extend their play. This helps children to develop their communication and language skills. Children are provided with a wide range of activities and resources, and are generally well engaged in their play. Staff undertake regular observations and assessments of children's learning and use this information to ensure they are prepared for the next steps in their learning. However, the organisation of some routines, such as the lunchtime routine, means that children's individual learning needs are not met. Subsequently, there are lengthy periods of time where children are not engaged in worthwhile activities and become disengaged and bored. Staff work well in partnership with parents, providing them with regular feedback about their child's progress.

### **Personal development, behaviour and welfare require improvement**

Children are provided with lots of opportunities to develop their independence and confidence. For example, they are able to choose the activities and resources they wish to play with. They are also supported by staff to help prepare snacks and lunches. Staff act as good role models, speaking to children with warmth and kindness. They provide activities which help children to learn about positive behaviour, such as saying please and thank you. Subsequently, children behave well and form positive relationships with each other. Opportunities are missed to help children learn about how to keep themselves and each other healthy, because staff are not always vigilant in ensuring children wipe their noses or cover their mouths when they cough. Children are provided with lots of opportunities to develop their physical skills in the well maintained and equipped garden area.

### **Outcomes for children require improvement**

All children make progress from their starting points. There are well established systems in place to monitor children's development and any extra support for individual children is provided promptly. However, the progress children make is hindered on occasions because staff are not deployed effectively to fully support children in their learning.

## Setting details

<b>Unique reference number</b>	133393
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1033766
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	129
<b>Name of provider</b>	Small World Nursery Ltd
<b>Date of previous inspection</b>	16 December 2014
<b>Telephone number</b>	01865 326660

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, Oxfordshire. 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. It 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.

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