

Small World Nursery Ltd

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



Inspection date

29 November 2016

Previous inspection date

9 December 2015

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

Summary of key findings for parents

This provision is good

- The nursery manager has ensured that the areas for development identified at the previous inspection have been rapidly and successfully addressed.
- Parents are full of praise for the nursery staff. Very good settling-in procedures ensure that parents get to know key staff well. Parents are confident in the care and attention their children receive.
- All children, including those that are learning English as an additional language, make good progress. There is a strong focus on developing toddlers' and older children's communication and language skills. This ensures that children become confident talkers.
- There is a broad range of exciting and challenging activities available to the children. Good use is made of the outdoors. For example, children often walk to the nearby woods or visit the nursery's chickens and goats.
- Children behave very well in nursery and develop good levels of independence.

It is not yet outstanding because:

- The nursery continues to refine systems to ensure that planned activities are clearly linked to what individual children need to learn next.
- The role of the key person continues to develop. There is more to do to ensure that parents understand how to support children's progress towards the early learning goals.

What the setting needs to do to improve further

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

- continue to improve the quality of planning so that the activities are clearly linked to individual children's progress through the Early years foundation stage
- strengthen the role of the key person in informing parents about children's progress towards the early learning goals so they can continue to support children's learning at home.

Inspection activities

- The inspector spoke to some parents and took their views into account.
- The inspector carried out a joint observation with the nursery manager.
- The inspector observed the quality of teaching and children's learning across the age groups and both indoors and outside.
- The inspector spoke to children and staff at suitable times throughout the inspection.
- The inspector sampled the nursery's documentation, including records of children's learning, suitability checks, staff files and the nursery's self-evaluation.

Inspector

Penny Fisher, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

The manager ensures that swift action is taken to address any areas for development. For example, effective changes have been made to the lunch time routine for pre-school children. Staff are well supported. Supervision arrangements ensure they have good opportunities to discuss the children in their care. Safeguarding is effective. Staff have opportunities to attend regular training. This ensures that they are confident to respond to any concerns and know the policies and procedures in place to protect children. They are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm. Activities such as pony riding are carefully risk assessed.

Quality of teaching, learning and assessment is good

Overall teaching is of good quality. Staff are good role models and have high expectations for the children. They value each child as an individual. This ensures that children are learning mutual respect and tolerance for each other. Close monitoring ensures that any potential under achievement is identified and addressed. The setting works closely with outside agencies in order to help children who need additional support. The curriculum provides children with opportunities across all areas of learning. Children's mathematical development is well promoted. For example, toddlers work out how to post a brick through the correctly shaped hole; pre-school children count the number of boys and the number of girls at circle time. Children use their imaginations in their painting and during outside play. Babies enjoy singing sessions, some confidently moving their bodies in response to the music. Many activities support children's developing communication and language skills. For example, toddlers concentrate well on activities using language cards, as they learn and practise their new words.

Personal development, behaviour and welfare are good

Babies and children settle quickly into the nursery routine. Sensitive procedures ensure that children and parents receive a high level of support when they first start and when children move between nursery rooms. Parents receive detailed information on a daily basis regarding their children's care. Children are very well behaved. They show care and consideration for each other. For example, they help each other at mealtimes and welcome new friends into the ring when singing nursery rhymes outside. Staff help children to learn how to look after themselves well. For example, even very young children practise serving themselves at mealtimes and babies drink from open topped glasses. Older children put on their own wellies and coats, but help is always at hand if needed.

Outcomes for children are good

Children make good progress from their starting points. Walks in the local community means that children are able to learn about the world around them. Babies and children enjoy frequent stories which they listen to attentively. Children are becoming keen and active learners. Even very young children are able to concentrate well on activities. For example, toddlers work out a lid fits on a jar. They begin to understand concepts of size as they strive to work out how items fit into a basket. Children are learning good manners. They are very well prepared for when they move on to school.

Setting details

Unique reference number	133393
Local authority	Oxfordshire
Inspection number	1036892
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	105
Number of children on roll	87
Name of provider	Small World Nursery Ltd
Date of previous inspection	9 December 2015
Telephone number	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 for older children. It opened in 1990 and operates from a converted barn and a bungalow in a rural area of Kennington, Oxfordshire. The nursery is open from 8am until 6pm for 49 weeks of the year. The setting currently offers places to funded three- and four-year-olds. There are 21 staff employed at the setting, of whom a minimum of 15 have relevant child care qualifications.

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