

# Inspection of Little World Nursery

111 Conway Street, Birkenhead, Merseyside CH41 4AF

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Inspection date: 16 January 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive in this small, friendly nursery. The dedicated staff warmly greet children and parents on arrival. Children leave their parents happily and quickly settle to the good range of activities provided.

Staff have high expectations for children. They consult children when deciding on boundaries. As a result, children know the rules well and understand why they are in place. This supports them to feel extremely safe and secure. Children are very well behaved. For instance, children greet each other at circle time. They enquire about their friends' well-being and listen politely as their friends talk about how they are feeling. Older children confidently identify initial sounds in children's names and the letters that represent them. Staff invite younger children to participate in circle times. However, on occasions, they do not engage them effectively in the activity.

Staff use interactions well to introduce new vocabulary. For instance, as babies enjoy exploring spaghetti, they use words such as 'roll' and 'pull' to describe what babies are doing. Staff talk about lava as older children enthusiastically take part in a simple science experiment. Children squeal with excitement as they tell visitors that 'the volcano has exploded'. However, staff do not consistently use effective questioning techniques, to extend and challenge older children's thinking skills.

## **What does the early years setting do well and what does it need to do better?**

- Staff build exceptionally strong bonds with children and their families. Parents speak extremely positively about the nursery. They state that staff 'go above and beyond' to support the whole family. The manager uses additional funding, such as early years pupil premium, effectively to support children who are at risk of falling behind. This helps all children, including those who require additional support, to make good progress in their learning.
- This inclusive nursery helps children to embrace and respect difference in others extremely well. For example, they use simple sign language to communicate with their friends. Children benefit from the nursery's location in a multicultural centre. For instance, they have extensive opportunities to explore significant festivals in other cultures, such as Eid. Children also attend toddler groups held at the centre. This helps them to further develop their excellent social skills.
- Overall, the experienced staff support children effectively to develop the key skills needed for future learning. For example, they skilfully weave mathematics into activities throughout the day. They discuss size and colour as they share books with younger children. As older children lay the table for lunch, staff encourage them to work out how many plates they will need. However, staff are not quite as effective at consistently helping younger children to engage in

whole-group activities.

- Children are exceptionally confident in social situations. For example, babies smile and wave when visitors enter the room. Older children talk to visitors about what they are making. They proudly show them their finished work. Children are highly motivated and keen to learn. For instance, younger children persevere as they work out how to separate stickers from backing paper. Older children show fascination as they look at bugs through a magnifying glass.
- Staff are passionate about helping children to adopt healthy lifestyles. They provide a wide range of healthy meals and snacks. In partnership with parents, staff have recently introduced weekly 'sporty' days. This has helped children to understand the importance of cardiovascular exercise. Parents comment that children really enjoy the exercises and it has encouraged them to be more active as a family.
- Overall, staff help children to develop their language skills well. For instance, they interpret younger children's early speech and model it back to them correctly. Staff plan activities to encourage older children to strengthen their listening and attention skills, such as playing sound lotto games. However, staff do not consistently use questioning techniques effectively to extend older children's thinking skills.
- The manager and her supportive team talk avidly about the nursery. They seek ways to offer children the highest quality provision. The well-qualified staff are keen to continue their professional development. For example, they research relevant information in their own time to build on their skills and knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff attend training to keep their safeguarding knowledge up to date, including wider aspects, such as the 'Prevent' duty. Staff know families well and are alert to the day-to-day challenges that they encounter. As a result, staff have a very secure knowledge of how to keep children safe. They promptly take appropriate action if they have concerns about children's well-being or safety. The manager has extremely robust policies and procedures in place. This helps children to explore and play in a very safe environment. Staff teach children to complete their own risk assessments, such as before using the outdoor area.

## What does the setting need to do to improve?

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

- consider further ways to engage younger children effectively in some large group activities, to support them to benefit from the good teaching opportunities
- support staff to further strengthen their good questioning techniques, to consistently extend older children's thinking skills.

## Setting details

<b>Unique reference number</b>	EY281130
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10109701
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Wirral Multicultural Organisation
<b>Registered person unique reference number</b>	RP903116
<b>Telephone number</b>	0151 792 7443
<b>Date of previous inspection</b>	6 November 2014

## Information about this early years setting

Little World Nursery registered in 2004. The nursery employs eight members of staff. Of these, five members of staff hold appropriate early years qualifications at level 3 and three at level 5. The nursery operates Monday to Friday from 8am until 6pm, all year round, except for bank holidays. It offers funded early education places for two-, three- and four- year old children.

## Information about this inspection

**Inspector**  
Sue Smith

## Inspection activities

- The manager showed the inspector around the nursery. The inspector looked at the range of resources available for children's use. She discussed how they support children's learning.
- The inspector interacted with the children and staff at various points during the inspection.
- The manager and inspector jointly observed the quality of teaching. They evaluated an activity and discussed the impact on children's learning.
- The inspector examined a sample of relevant documents and evidence of the suitability of staff.
- Key persons discussed children's learning with the inspector. This included children's interests and what they need to learn next.
- A small sample of parents shared their views of the nursery with the inspector. The inspector took these into account.

We carried out this inspection 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.

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