

# Inspection of Small World Private Day Nursery

2 Liege Road, Leyland, Preston, Lancashire PR25 2ES

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Inspection date: 2 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

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

### **The provision is good**

Children enjoy attending this small and friendly nursery. They develop secure bonds with staff and build close friendships. Babies show they are settled as they cuddle in to staff while enjoying their bottle of milk.

Staff gather information from parents about children's individual needs, preferences and interests. Children's personal experiences are used when planning the environment and activities on offer. For example, the small role-play area in the baby room is set up as a medical room. This helps to prepare children for upcoming hospital stays and visits to the doctor.

Children behave well and demonstrate an understanding of routines. Pre-school children line up as they leave the room to allow staff to count them. They understand this helps to keep them safe. Staff encourage children to use their manners and be kind to others. They share stories and use activities to discuss feelings. Children's drawings are displayed on the wall. Alongside these, staff write children's comments about what makes them happy or sad.

There are high expectations for all children. Staff show a clear knowledge of children's individual progress and development needs. For example, as children in the toddler room are learning to use numbers accurately, staff have provided a variety of interactive displays. Children begin to recognise written numbers, put them in order and match them to the correct number of items.

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

- A well-developed key-person system ensures that staff have a thorough knowledge of children's individual progress. Staff complete regular observations of children's development. They identify areas in which to support children's progress further. For example, young babies are encouraged to develop their large physical skills, such as crawling and walking.
- Parents speak highly of the nursery and the staff team. They comment on the calm environment and feel that they are kept well informed of their children's progress. Staff inform parents of any key areas in which children may require further support. Children's personal care needs, allergies and dietary preferences are discussed in detail.
- The nursery works closely with outside agencies to ensure that children's individual needs continue to be met. Individual staff develop their skills to support their key children with special educational needs and/or disabilities. For example, by attending training in using pictures and symbols to support communication. Other staff have identified this as an area for professional development. However, this has not yet been developed throughout the nursery

to enable all staff to use signs and symbols to support children's language and communication.

- Staff plan an environment that engages children's interests. Children demonstrate a positive attitude to learning as they explore resources and enjoy adult-guided activities. During story time, pre-school children sit for a sustained period of time and listen carefully to a book they have shared previously. Children talk about some of the main events in the story. This shows that they have remembered what was discussed when they last read the book.
- The leadership team has worked hard to improve the organisation of the nursery since the previous inspection. The manager and deputy manager have specific roles and work well together as a team. The system for staff supervision and performance monitoring enables leaders to support staff in their professional development. Training is beginning to be identified to strengthen staff knowledge. However, the system is not yet securely embedded. Staff observations are not carried out consistently. Some of the identified areas, such as staff attending further training, have not been addressed.
- Children learn about cultural diversity through a variety of experiences, including stories, imaginative play and celebrations. Staff take children on visits within the local area to help develop their knowledge of the wider world. Children walked to the local supermarket, taking their shopping lists, to buy a range of items. They re-enact this experience in the role-play area and talk about the items they have in their shopping bag.
- Pre-school children enjoy weekly activities from outside organisations which promote their physical development, such as dancing and swimming. A small outdoor area is available for children to enjoy at different times. For example, they can take part in construction activities, planting seeds and water play. However, staff do not always consider how they can fully utilise the learning opportunities the outdoor area provides.

## Safeguarding

The arrangements for safeguarding are effective.

A detailed safeguarding policy is in place which is available for parents. Staff demonstrate a clear knowledge of the procedures to follow should they have any concerns regarding children's welfare. They are aware of the signs and symptoms of abuse and know how to protect children from harm. Effective recruitment procedures are implemented to ensure that staff working with children are deemed suitable to do so. Appropriate checks are completed when new staff join the nursery. Staff attend training in child protection and their knowledge is kept up to date through regular discussions around wider safeguarding issues.

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

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

- review and enhance the learning opportunities in the outdoor environment for children, particularly for those who prefer learning outdoors
- strengthen staff supervision arrangements to more precisely identify areas for staff development, in order to raise the level of challenge for children's learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY311584
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10102075
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Watkinson, Diane Jane
<b>Registered person unique reference number</b>	RP514071
<b>Telephone number</b>	01772 454166
<b>Date of previous inspection</b>	11 March 2019

## Information about this early years setting

Small World Private Day Nursery registered in 2005 and is situated in Leyland, Preston. The nursery employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications. The nursery opens Monday to Friday for 51 weeks per year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Wendy Dockerty

## Inspection activities

- The inspector completed a tour of all the areas used by the nursery to find out how they are organised, and the range of activities provided.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to children at appropriate times throughout the inspection.
- A sample of documentation was checked by the inspector, including evidence of staff suitability, qualifications and training.
- The inspector held meetings with the management team, spoke with staff throughout the inspection, and carried out several joint observations with the deputy manager.

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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