

Inspection of Small World Nurseries Ltd

Tudor House, Manchester Road, Castleton, Rochdale, Lancashire OL11 3AD

Inspection date: 3 February 2022

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The management team does not risk assess or evaluate the environment effectively. This means that children are exposed to potential hazards. For example, some fire exits are not suitable for use. The outdoor environment becomes slippery and, due to the uneven ground, children fall repeatedly. Additionally, children are given hot soup to drink outdoors. They are not given appropriate direction on how to drink this safely. This means that children run around on wet, slippery ground carrying hot soup, posing a risk to themselves and others.

Children are happy and engaged at this setting. They form solid, affectionate bonds with their key workers and other familiar staff. Children seek cuddles from staff and eagerly ask them to read their favourite books out loud. They stare and giggle as they anticipate their favourite moments in the book. Children behave well. They build strong friendships and play happily with their peers. Babies explore independently and become absorbed in the different-textured resources on offer. In response to the COVID-19 pandemic, the management team places a focus on outdoor play. Children embrace this and eagerly spend long periods exploring the outdoor environment. Toddlers excitedly dig holes outside, looking for creatures and treasures. Pre-school children proudly show off their number identification skills and count out groups of objects. All children enjoy when staff get involved with their play. They are confident and curious learners.

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

- The members of the management team fail to identify some practices which pose a risk to children. For example, they provide phones for staff to use in the rooms to take photos of children. They have not considered the safety risks posed by these devices, which have unfiltered internet access. This leaves children at risk of potential harm. The management team's regular evaluations of the setting are not robust enough to recognise and rectify these concerns.
- Policies and procedures, particularly surrounding risk assessment and safeguarding, are not implemented well. The management team does not ensure that daily practice reflects the expectations outlined in these documents. For instance, although the environment is risk assessed daily, this is not effective. Hazards such as blocked fire exits, uneven surfaces and children running with hot liquids are not identified. This leaves children vulnerable to potential, avoidable injuries as the premises are not always suitable and safe.
- Parents value the setting. They commend the management team and staff for their open and regular communication. They feel equipped to support their children's ongoing development at home. This helps children to progress well. Parents describe the staff as 'wonderful'. They feel reassured when their children

leave the setting 'smiling and happy' each day.

- The deputy manager, who is the special educational needs and/or disabilities coordinator, is extremely passionate about her role. She sets well-thought-out and appropriate goals for children's development. She ensures that all children experience a unique approach to their learning, which supports their individual needs and preferences. This means that children with developmental delays quickly begin to catch up with their peers. Additional funding is used effectively and thoughtfully to benefit children. Key workers know their children well and plan engaging activities to support their next steps in learning. All children make good progress.
- Children's communication and language skills are well supported. Babies listen intently as staff repeat words and identify objects. Toddlers are exposed to new language as they explore different festivals, read books and invent imaginary pirate adventures. Pre-school children link the sounds letters make to different words and the names of their friends. These emerging skills help to prepare children for the next stages in their learning journeys, including those getting ready for primary school.
- Children gain new experiences at this setting. They are overjoyed to explore different vegetables outside. They compare the layers in an onion to unwrapping presents during 'pass the parcel'. Children are amazed at the effect the onion has on their eyes. They rush to wash the different vegetables and help staff to chop them up. They show great problem-solving skills and gain new knowledge from such activities.

Safeguarding

The arrangements for safeguarding are not effective.

Mobile phones used within the setting are not appropriately monitored or risk assessed. The management team has failed to identify possible safety concerns arising from this. Furthermore, fire exits are not routinely kept clear, usable and free from debris. This poses a risk to children should they need to evacuate the premises in an emergency. The management team and staff fail to identify hazards within the environment swiftly, particularly outdoors. This means that children play on uneven, slippery surfaces and often fall. All staff have a sound understanding of the signs and symptoms of abuse. They recognise the procedures they must follow should they have concerns about a child or the conduct of another member of staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that all fire exits are free of debris and are safe and usable so children have a suitable means of evacuation in case of emergency	16/02/2022
ensure that all policies and procedures are implemented effectively and consistently to help safeguard children	28/02/2022
ensure that all electronic devices used on the premises are appropriately monitored and risk assessed in order to protect children, particularly mobile phones	16/02/2022
ensure that risk assessment procedures are robust and are used appropriately to identify hazards which could pose a risk to children's safety, particularly in the outdoor environment.	28/02/2022

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

- consider ways to strengthen evaluation and risk assessment procedures in order to swiftly identify any hazards or areas for development within the setting.

Setting details

Unique reference number	503594
Local authority	Rochdale
Inspection number	10221375
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	76
Number of children on roll	68
Name of registered person	Small World Nurseries Limited
Registered person unique reference number	RP902595
Telephone number	01706 861 103
Date of previous inspection	16 March 2017

Information about this early years setting

Small World Nurseries Ltd registered in 2001. The nursery employs 14 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. 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

Shauneen Wainwright

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector discussed the curriculum provided and the impact this has on children's development during a learning walk.
- Relevant documentation was scrutinised by the inspector, including documents pertaining to the suitability of staff.
- During a joint observation, the manager and the inspector evaluated the quality of education provided together.
- The inspector considered feedback gathered from staff, parents and children who attend the setting.
- Leadership and management discussions were held throughout the inspection between the manager, the nominated individual, the deputy manager and the inspector.

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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