

Inspection of Small World Nursery Ltd

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

Inspection date: 14 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of education and children's overall experiences is variable. The leadership team provides support and training to staff. However, this is not reflected upon sufficiently to ensure they are fulfilling their roles and responsibilities. In addition, children do not consistently have enough high-quality interactions to help them receive sufficient support and challenges in their individual learning. For instance, during lunch preparation, children are left waiting unengaged at their tables for long periods of time before they can eat.

Overall, children show that they are happy and feel safe. They learn to share and to take turns. Children play well with their friends and benefit from some praise. However, some staff's behaviour management strategies are not always appropriate. When teaching is of better quality, staff encourage children's interests. For example, children's communication and language is supported by impromptu songs and stories throughout the day. They learn early mathematics when pouring and counting various sized objects.

Overall, children enjoy their learning. For instance, older children enjoy practising their scissor skills when cutting wool and gluing other materials to make a creative picture. Toddlers have fun playing with cars and experimenting how fast they move down ramps. Babies benefit from their personal needs being met by the caring staff. They show enjoyment and natural curiosity as they play with resources that spark their interest. For example, they enjoy exploring various musical sensory toys and eagerly listen to the different sounds.

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

- Overall, children behave well and respect others. However, appropriate behaviour management strategies are not consistent within the nursery. For example, some staff consider sitting children on a chair in the room, to help them fully understand the behavioural expectations.
- The quality of staff interaction with children is inconsistent. Some staff do not have sufficient understanding of English and do not fully engage children in purposeful learning. For example, at times, staff do not ask questions to involve children in conversation to allow them opportunities to express their own thoughts. For instance, during a large-group story time, staff do not always provide enough opportunities for children to become involved in the story. In addition, routine parts of the day become chaotic because staff do not engage all children well enough to move to the next task, such as preparing for lunch. Consequently, children become fidgety and unengaged.
- Staff provide activities to help children learn about similarities between themselves and others. Children talk about the people in their lives who are

special to them, and join in with various songs in different languages. This helps them learn to respect and value diversity. Children develop confidence and independence skills. For example, they serve themselves at lunchtime and help to tidy up afterwards. Babies learn to feed themselves. Children enjoy nutritious, freshly cooked meals, which helps to support them to make healthy choices.

- Overall, staff know the children well. Some understand the importance of building on what children know. Staff find out about the experiences and interests that children have and plan opportunities to broaden these. For instance, children eagerly explore activities associated with the life cycle of a frog. Staff take children on walks to see if they can find any frogs in the local community.
- Staff generally take part in staff meetings and discussions with their room leaders to support their development. They report that they feel well supported. However, performance is not monitored effectively. Leaders do not focus sharply on identifying weaknesses in teaching to raise the quality of staff interactions to a good level. Leaders do not monitor all staff's understanding of mandatory training and ensure that staff who do not have sufficient use of English can fulfil their roles and responsibilities.
- Staff recognise that all children enjoy outdoor learning. They have regular fresh air and exercise in the garden. However, staff do not always consider how they can fully utilise the outdoor learning environment to ensure that children are engaged in challenging play.
- Staff obtain relevant information from parents when children first start. Parents are happy and satisfied with the care their children receive. Staff regularly share information and updates to ensure continuity of care and learning

Safeguarding

The arrangements for safeguarding are effective.

Staff know what signs might indicate that children are at risk. They have a suitable knowledge of the procedures to follow, to help keep children safe. Leaders have secure recruitment procedures in place to ensure that staff working with the children are suitably vetted. Staff supervise children closely. The premises are secure to prevent unauthorised visitors from entering. Children learn to keep themselves safe. For example, they know they have to take care when using the scissors. Staff receive mandatory training about a range of child protection issues to support their awareness of current safeguarding issues. However, leaders do not regularly monitor staff's understanding of training, particularly with regard to the 'Prevent' duty.

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
improve interactions with children during activities and daily routines, to provide them with consistently effective support and challenges in their individual learning	03/03/2022
improve behaviour management strategies and provide children with clear messages about acceptable behaviour, to contribute to a positive learning environment	03/03/2022
provide all staff with effective supervision, support, coaching and training to ensure they have sufficient use of English so they can fulfil their roles and responsibilities and understand training, particularly with regard to the 'Prevent' duty.	03/03/2022

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

- adapt the curriculum for children's outdoor learning, particularly to ensure that those children who learn best in this environment are provided with rich and challenging learning opportunities.

Setting details

Unique reference number	133393
Local authority	Oxfordshire
Inspection number	10221204
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	0 to 4
Total number of places	70
Number of children on roll	98
Name of registered person	Small World Nursery Ltd
Registered person unique reference number	RP518046
Telephone number	01865 326660
Date of previous inspection	29 November 2016

Information about this early years setting

Small World Nursery Ltd registered in 1990 and 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. The nursery operates from a converted barn and a bungalow in a rural area of Kennington, Oxfordshire. It is open Monday to Friday from 8am until 6pm for 49 weeks of the year. The nursery receives funding for the provision of free early education for children aged three and four years. There are 22 staff employed at the nursery, 16 of whom hold relevant childcare qualifications.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- This inspection was carried out as part of a risk assessment process.
- The inspector assessed how well leaders and staff understand and implement the setting's policies, and how they support children's learning.
- The manager/owner and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector observed activities in the three main base rooms and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- The inspector reviewed relevant documentation, including staff qualifications, staff's records and evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- A meeting was held between the inspector and the manager/owner. The inspector spoke with staff and children at appropriate times throughout the inspection.

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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