

Inspection of Small World Day Nursery

975 Stratford Road, Hall Green, BIRMINGHAM B28 8BG

Inspection date: 16 March 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

Children are making some progress across the seven areas of learning. However, the quality of teaching across the provision is too variable. This means that children are not always challenged effectively to make as much progress as they can. Despite this, children have fun with the staff who care for them, and they really enjoy playing with their friends.

Children's communication and language skills are beginning to develop. Children have some opportunities to answer questions the staff ask them, and some children are encouraged to talk about how they are feeling. Children who speak English as an additional language are suitably supported. Children in the tweenies room are encouraged to use their home language as they play. For example, staff help them to translate the words they use into English when they are playing with farm animals.

Pre-school children have good opportunities to be physically active indoors during less-favourable weather. They participate in a group session that helps them to use their bodies in a variety of ways. For example, they scurry around on the floor pretending to be a cockroach and wriggle along the floor pretending to be an earthworm.

Toddlers are provided with play that relates to topics such as healthy eating. They create paintings of a slice of watermelon and learn the names of the colours they use.

Younger babies and tweenies are supported by staff who have a kind and gentle approach towards their care. They are cuddled to sleep by staff who gently sing or speak to them as they rock back and forth. This ensures that they settle well and feel safe and secure.

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

- The manager has a secure overall understanding of the curriculum intent. She describes her expectations of her staff in their role to support children in making progress. However, staff do not always implement the desired intent in practice effectively. The provider and the manager are aware of specific staff who currently require more support to fulfil their role. The manager suitably monitors staff performance. Strategies have been devised to supervise, support and coach the staff to ensure that they have the skills they need to raise the quality of teaching. However, currently, these arrangements are not robust enough to ensure that children make good progress.
- Staff are aware of the benefits of good partnership working with other providers

where children attend more than one setting. Despite this, they do not always ensure that relationships are built and information is shared to support children's care and learning.

- Children generally behave well, and older children are developing a good sense of humour. For example, they share a joke with the staff at lunchtime where they pretend that they have not been given a yoghurt for dessert. They laugh together as staff discover they have already eaten their yoghurt.
- Children with special educational needs and/or disabilities receive the support they need to make progress from their starting points. The nursery's special educational needs coordinator helps the staff team to identify potential concerns about children's development. She also supports them to communicate with parents and other professionals involved in the children's care. Staff working as a key person to these children have a good understanding about the support they need. Funding is used effectively to recruit additional staff to support children.
- Staff help children of all ages to develop an interest in books and stories. Children frequently listen to stories read to them by staff. Older children are encouraged to think about the story they are listening to and decide what they would do if they met a bear on a bear hunt. Children confidently say, 'I would want my mummy.' Others say that they would 'feed a chicken to the bear and run away very fast'.
- Children of all ages begin to learn language that relates to mathematics. For example, they learn the names of a range of shapes, and they engage in conversations about size. Children are becoming familiar with positional language. Children in the toddler room are introduced to words such as 'outer' and 'inner' as they look at parts of a watermelon.
- All parents are very happy with the service they receive. They comment that their children love coming to this nursery and are very happy here. Parents compliment the staff on the secure relationships they share with their children. Some parents have used this nursery for many years, and they describe that their older children who used to attend were well prepared for starting school.

Safeguarding

The arrangements for safeguarding are effective.

Security is good and children are supervised effectively at all times. The manager is currently undertaking reviews of all her risk assessments to ensure that all areas of the premises are fully included. All staff access training that helps them to improve their knowledge and understanding of their roles and responsibilities in safeguarding children. Staff have a good understanding of the signs and indicators of abuse and neglect and the procedures they must follow in the event of a concern about a child in their care. The manager works in partnership with other professionals involved in safeguarding children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the quality of teaching to ensure that all children are challenged effectively to make progress in all areas of their development	18/04/2022
continue to implement the strategies recently devised to support and coach staff to ensure that they have the skills they need to raise the quality of the teaching to a good standard.	18/04/2022

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

- monitor the quality of teaching more closely to ensure that the standards are raised to a higher level
- improve partnership working with other providers where children attend more than one setting, in order to support children's care and learning.

Setting details

Unique reference number	EY399819
Local authority	Birmingham
Inspection number	10226506
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	67
Number of children on roll	68
Name of registered person	Russell Nursery School Ltd
Registered person unique reference number	RP525133
Telephone number	01216933071
Date of previous inspection	17 July 2017

Information about this early years setting

Small World Day Nursery registered in 2009. The nursery employs 12 members of staff. The manager is qualified at level 6 and the majority of staff hold appropriate qualifications at level 3. The nursery is open from Monday to Friday all year round, except for Christmas and bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Lapworth

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector had a tour of the nursery and a learning walk with the manager. The manager described how the environment and the curriculum are organised.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

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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