

Inspection of Small World Day Nursery

70 High Street, Hatfield, Doncaster, Yorkshire DN7 6RY

Inspection date: 3 February 2022

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders and managers lack understanding of their roles when an allegation is made against a member of staff. They do not always share information with the relevant authorities and, instead, investigate some matters themselves. This means that some allegations are not properly investigated by the appropriate professionals, as required by current safeguarding guidance and legislation.

Children are happy and at ease in the nursery. They demonstrate this when they run into the arms of familiar staff. Measures to prevent the spread of COVID-19 are gradually easing and parents are now permitted to collect children from their rooms again. Managers say that this has helped to strengthen partnerships with parents, particularly those new to the nursery since the pandemic began.

Children behave well and are keen to join in. Pre-school children experiment with objects that float and sink in the water tray. Babies enjoy games of peekaboo with fabric and enjoy snuggling with staff for stories. Toddlers access a wide range of creative activities. These help them to develop hand strength and coordination, for example while rolling and stretching dough. Staff want the best outcomes for every child. They help all children to build on what they already know and can do.

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

- Staff understand the nursery's whistle-blowing procedure and quickly raise any concerns. However, leaders and managers do not ensure that all such concerns are referred to the appropriate authorities for independent investigation. They do not always inform Ofsted in a timely manner. This impacts on children's safety and welfare because the appropriate professionals are not able to assess if there is a risk of harm to children.
- Breaches of the statutory requirements and weak safeguarding practice mean that children's personal development, safety and well-being are not assured well enough. That said, staff meet children's care needs generally well. Children learn good hygiene routines, such as regular handwashing. Appropriate measures for infection control help to further protect children's health.
- The manager considers the progression of children's learning in the curriculum. Well-planned activities and resources provide increasing challenge as children become more able. This helps children to make good progress and they are well prepared for later learning in school.
- Regular professional development has a positive impact on staff's teaching. For example, following training about teaching boys, staff have introduced notepads and pencils to the building area. This has led to an increase in boys' motivation to practise early writing skills and their progress in literacy has improved.
- Children of all ages enjoy stories and rhymes. For example, children readily

approached the inspector with a book to share. Staff read to children with enthusiasm and model new words. This helps to develop children's vocabulary.

- Partnerships with other professionals are particularly effective for children with special educational needs and/or disabilities. Shared plans between staff and professionals help to provide a consistent approach to children's learning. Teaching is closely focused on children's individual needs and abilities and helps children to make the progress they are capable of.
- There is an atmosphere of mutual support and respect in the nursery. Managers actively promote staff's well-being and staff report that they feel well supported. Staff are polite to children and each other. Children learn good manners and begin to consider others' feelings.
- Children are keen learners and often become engrossed in their play. Generally, staff quickly notice children who disengage and they involve them in activities. Occasionally, however, children have to wait too long between parts of their day. For example, babies get restless when waiting for their coats to be put on for outdoor play. Pre-school children become unsettled when they wait too long at lunchtime.
- Settling-in procedures put parents at ease and help children to settle quickly in to nursery. Parents describe staff as 'lovely' and 'helpful'. They appreciate the support that staff provide for extending children's learning at home and the high-quality feedback they receive from their child's key person.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers have a poor regard to the guidance 'Working Together to Safeguard Children'. Although there are written safeguarding procedures in place, the procedures for managing allegations against a member of staff are not in line with the guidance and procedures of local safeguarding partners. Nevertheless, staff know what to do if they are concerned about a child's welfare. They record and monitor children's attendance and understand why poor attendance can be a cause for concern. Some measures help to keep children safe in nursery. For example, staff check visitors' identity and unexpected people who arrive to collect children must confirm a password from parents.

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 the procedure to be followed in the event of an allegation being made against a member of staff is in line with the guidance and procedures of local safeguarding partners and that such concerns are reported to the relevant authorities without delay	14/02/2022
ensure that all leaders, managers and staff understand and have regard to relevant safeguarding legislation, in particular 'Working Together to Safeguard Children'	14/02/2022
ensure that all leaders, managers and staff are trained to understand the safeguarding policies and procedures, in particular those relating to allegations made against staff.	14/02/2022

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

- review daily routines and periods between activities to minimise occasions when children become unsettled and restless.

Setting details

Unique reference number	2545631
Local authority	Doncaster
Inspection number	10215542
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	97
Number of children on roll	95
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	01302 844485
Date of previous inspection	Not applicable

Information about this early years setting

Small World Day Nursery registered in 2019. It opens from 8am to 6pm, Monday to Friday, all year round except for Christmas and bank holidays. The nursery employs 15 childcare staff. Of these, 13 hold a relevant early years qualification at level 3 or above, including one with qualified teacher status. The nursery receives funding to provide early education for children aged two, three and four years old.

Information about this inspection

Inspector

Clare Wilkins

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 leaders and managers and has taken that into account in their evaluation of the provider.
- The manager, the senior support manager and the operations manager showed the inspector around the nursery and talked about the curriculum.
- The inspector observed the quality of teaching in all rooms and the outdoor area and assessed its impact on children's learning.
- The inspector met with the manager, the senior support manager and the operations manager to discuss leadership and management of the setting. The inspector looked at relevant documents provided, including evidence of the suitability of staff.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents 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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