

Inspection of Small World Nursery

Schofield Centre, Greenclose Lane, Loughborough LE11 5AS

Inspection date: 20 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and happy in the setting. They develop independence and self-help skills. For example, older children serve themselves snacks and pour their own drinks. Younger children are supported to transition from using a beaker to a cup. Children of all ages attempt to put on their waterproofs before outdoor play. Staff are patient and provide ample time for children to practise these skills. Children have a go before asking an adult for help. Staff recognise children's efforts and achievements. For instance, staff praise children and offer them high fives. This helps children's self-esteem, resilience and willingness to try new things.

Children behave well. Staff implement clear boundaries and expectations. For example, on a visit to the park, staff ask children to use their 'listening ears' and say 'listen and wait for the instructions'. Children understand where they can go within the park. Staff use physical markers to indicate the parameters they can play within. They explain, 'this is important so I can see you and keep you safe'. Children respond positively and remind their peers of the rules. As a result, children learn how to keep themselves and others free from harm.

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

- Overall, staff support children's communication and language skills very well. During a small group activity, staff use single words. For instance, when staff blow up a balloon children copy them as they say 'bigger, bigger'. This supports children's expressive language. Children squeal with delight as staff let go of the balloon and it flies around the room. As a result, children's attention is maintained throughout the activity. However, on occasion, less-confident staff do not fully support children's communication skills to reach the highest level.
- Parents speak highly of the setting. One parent said 'I am hugely satisfied', and adds, 'everyone is wonderful'. Staff share information with parents on a regular basis. For instance, they use daily verbal communication, parents' evenings and an online app. Parents report how staff share strategies to support positive behaviour and attention skills. Similarly, staff, including the setting's special educational needs coordinator (SENCo), show parents how to access advice from health professionals. This helps in obtaining additional support for children and families at the earliest opportunity.
- Children learn about nature. For example, they have opportunity to dig and plant bulbs in the local park. Staff use this experience to discuss what plants need to grow, such as sun, water and warmth. As a result, children learn about life cycles and living things.
- Staff obtain key information about each child in their care. This helps staff to know and understand each unique child. Staff provide exciting and open-ended learning opportunities across all areas of the curriculum. Staff use assessment

well to accurately identify gaps in development. Consequently, staff provide targeted activities to help children to make progress relevant to their starting points.

- Children are considerate of others. They wait patiently and take turns when washing their hands. Similarly, when getting ready for outdoor play, children follow adults' instructions and wait their turn before safely walking down the stairs. This helps children in developing mutual respect for other children and staff.
- On the whole, staff manage the differing needs of children well. However, group time for younger children does not always sustain everyone's interest. For example, during singing time, some children wander off to other activities. This means that not all children are fully engaged and become distracted.
- Systems are in place to support staff. This includes one-to-one meetings with their manager and staff meetings. Staff have opportunities to further develop. For example, one member of staff has accessed a higher level of qualification to support them in their role as SENCo. Additionally, the manager has completed training on communication and language development. The manager shared good practice across the staff team. Overall, this is evident in practice. However, leaders and managers accurately recognise that further support is required for new and less-confident members of staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff regularly update their safeguarding knowledge. Leaders and managers use different techniques to help staff to keep this knowledge fresh in their minds. For example, staff research different types of safeguarding concerns and present their findings to the team. Staff know how to identify and action any safeguarding concerns. This includes extremism and female genital mutilation. Staff effectively risk assess to minimise risks while on daily outings. Staff explain to children how to keep themselves safe, for instance, by not stroking dogs as they may not be friendly. Children learn about road safety. Staff encourage children to stop, look and listen before safely crossing the road.

What does the setting need to do to improve?

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

- continue to strengthen the support for less-confident and new members of staff to provide consistency in the high-quality interactions with children
- review the organisation of group activities for younger children so that all children are engaged and not distracted by other children.

Setting details

Unique reference number	EY495681
Local authority	Leicestershire
Inspection number	10236764
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	101
Number of children on roll	77
Name of registered person	King's Church Loughborough
Registered person unique reference number	RP535043
Telephone number	01509 262922
Date of previous inspection	16 August 2016

Information about this early years setting

Small World Nursery registered in 2015. The nursery employs 23 members of staff, 20 of whom hold appropriate early years qualifications at level 3 or 6. This includes one member of staff with early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

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 that into account in their evaluation of the setting.
- The inspector spoke to staff at appropriate times during the inspection.
- The manager guided the inspector around the provision during a learning walk.
- The deputy manager and the inspector carried out a joint observation of an activity together.
- The inspector spoke to parents to gain their views of the setting.
- The inspector looked at relevant documentation.

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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