

Inspection of Small World Nurseries Ltd

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

Inspection date: 20 July 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are curious, motivated learners. They eagerly access all areas of the environment and enjoy play with their peers and the staff. They show high levels of confidence and make assured choices about how their individual days will go. Children relish the regular outdoor play and the vast amount of resources on offer for them to access. Children behave well. They demonstrate warm, genuine bonds with their friends and the staff team. Staff have high expectations for every child and this reflects in their continuing progress and development.

Babies gaze in awe and wonder during 'Baby Moves' classes. They lie under large foil blankets as staff float them up and down and make crinkling noises. They giggle and are transfixed by this new texture to explore. Toddlers make foam cupcakes for their friends and laugh as they manipulate the material with their fingers. Happy sounds fill the air. Pre-school children brim with pride and self-assurance as they perform their upcoming graduation songs for the inspector. Their singing fills the room and they talk about how excited they are to show their parents how hard they have been working. They show real pride in their achievements.

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

- The management team have developed a well-thought-out curriculum, which has a positive impact on children's learning and development. They consider children's individual needs and interests and this helps to ensure children are engaged and excited by activities on offer. The management team and staff are aware of the impact the COVID-19 pandemic has had on some children's learning. They use this knowledge to focus on communication and language development and personal, social and emotional skills. This benefits children and any gaps in development swiftly begin to close, particularly for babies and toddlers.
- Pre-school children are well prepared for their upcoming move to primary school. They recognise letter sounds with ease and identify the initial sounds in their own names and those of their peers. Staff work hard to promote children's confidence and ability to make choices. They encourage children to voice their opinions and listen to others. These skills are invaluable when considering the next stages in their learning journeys.
- The management team are evaluative. They consider the strengths and areas for development for all staff and the provision in general. This helps them to identify things which can be improved upon. The provision consistently evolves and this means children experience a high quality of education and care. However, communication between staff and the management team would benefit from improvement. At times, staff have to wait for help in their rooms

because the message is not directly relayed to management. This delays response times and leaves staff temporarily overwhelmed, despite enough staff being readily available.

- Parents value this setting. They commend the staff and the management team for the improvements they have implemented since the previous inspection. Parents boast that they feel 'overwhelmed' by the 'amazing progress' their children have made, especially within communication and language. They mention that their 'once shy' children are now confident 'social butterflies'. They feel the staff have had significant impact on their children's development and happiness.
- For the most part, staff are well organised and provide purposeful routines and activities for children to enjoy. However, transition times do not always run smoothly. When children are expected to move from outdoor to indoor play, or from play to begin mealtimes, some children become upset. Staff do not always give clear enough instructions or time to adjust when expecting children to stop what they are currently enjoying. This means children can become cross and hesitant when they need to line up or move around the building.
- The key-worker system is highly effective. Staff are invested in their key children. They feel emotional and full of pride when children begin to meet personal goals. For example, some children begin to join in dance movements when singing songs for the first time. Others approach the inspector to offer feedback and introduce themselves, despite having previously struggled with shyness. Staff celebrate these moments and children beam with happiness when their successes are recognised.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff risk assess the premises daily to ensure hazards are swiftly identified and rectified. Fire exits are clear and regular fire drills help ensure children are prepared should they have to evacuate in the case of an emergency. Staff are paediatric first-aid trained, which helps them to know how to respond should a child have an accident. Staff confidently recognise the signs and symptoms, which may indicate that a child is being abused or neglected. They also understand the procedures they must follow should they be concerned about the conduct of any person working with children. This all helps to keep children safe while at this setting.

What does the setting need to do to improve?

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

- consider ways to organise transitions within nursery more effectively, in order to help children feel more prepared and assured during these periods

- consider how to streamline staff communication with the management team, so messages are quickly received and actioned, for instance, when more staff are needed in a room to meet children's needs.

Setting details

Unique reference number	503594
Local authority	Rochdale
Inspection number	10229993
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	94
Name of registered person	Small World Nurseries Limited
Registered person unique reference number	RP902595
Telephone number	01706 861 103
Date of previous inspection	3 February 2022

Information about this early years setting

Small World Nurseries Ltd registered in 2001 and is situated in Castleton, Rochdale. 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 5.30pm.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during an activity in the baby room.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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