

Inspection of Small World Day Nursery

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

Inspection date: 3 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children feel safe and secure because they are supported to develop settled relationships with their key person. Staff continually work closely with parents and carers to ensure children's care and learning needs are met. Children are encouraged to develop confidence and a joy for learning. They behave well as staff encourage them to share, take turns and interact positively with their peers. Managers have identified a clear curriculum, which focuses on building children's core skills in preparation for school. For example, children of all ages are provided with lots of opportunities to develop their fine manipulative skills. Children develop the muscles in their fingers when manipulating dough or using tweezers to pick objects up. Staff understand how this helps children to develop the skills needed for holding their pencils correctly when learning to write.

Books and stories are another key feature of the curriculum. Staff understand how these can be used to support children's communication skills. They not only read stories to children but they also re-enact them. Two-year-olds have great fun recalling familiar parts of a story as they go on a bear hunt in the outside play area. Children who speak English as an additional language are supported well. Children feel valued as staff use their home language when welcoming them into nursery. Some staff have also learned how to sing popular nursery rhymes in children's home languages. Children enthusiastically join in with singing activities and enjoy doing the actions to the songs.

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

- A strong management team oversees the provision, ensuring improvements are made. The manager completes regular supervision sessions to monitor staff's practice and performance. She works closely with staff to identify clear targets for their continued professional development. This helps to ensure children continue to benefit from good standards of care and learning.
- Staff have an overall good awareness of the skills and knowledge children should learn. However, on some occasions, daily planned activities are not challenging enough, especially for pre-school children. During a daily dough making activity, the staff member makes the dough for the children, instead of challenging them to do this for themselves. While the staff member holds conversations with children, she does not ask questions to encourage their thinking.
- Young babies are supported to develop their physical skills. Low-level furniture is carefully positioned to allow them to pull themselves to a standing position. When children move through to the toddler room, they are encouraged to learn how to hold an open-topped cup to drink from.
- Children enjoy looking at books independently and listening to stories read by

staff. The manager has also introduced a lending library. This enables children to borrow books to share with their families at home.

- Children learn where food comes from as they help to plant and grow a range of vegetables. Staff also use the opportunity to support children's awareness of growth and decay.
- Children's good health is promoted as they benefit from freshly prepared meals. Pre-school children are provided with opportunities to touch, feel and smell the ingredients, prior to eating the meal. Staff report how this has had a positive impact on encouraging children to eat a wider range of foods.
- Staff repeat words to younger children and put their single words into a simple sentence. As children progress, staff encourage them to hold conversations with their peers and other adults. However, when older children are exposed to new words, staff do not take the opportunity to explain what these mean.
- Children's ideas are listened to and sought through a children's committee. Children are asked for their views on specific areas, such as the outside area. Children identified that they would like a big story chair outside as they had no chairs to sit on when they wanted to read books. This has been provided and shows children how their views are valued.
- Children are valued and supported for their uniqueness. Staff ensure familiar foods relating to children's cultural backgrounds are accessible in role play areas for all children. They also make sure that there are bilingual books to support children who speak English as an additional language.
- Staff use imaginative ways to support children's counting and recognition of number. For example, numbers are drawn onto furniture and the stairs. This enables children to identify which number they are sitting on, and encourages them to count and recognise numbers when walking up and down the stairs.

Safeguarding

The arrangements for safeguarding are effective.

Staff are familiar with a wide range of indicators of abuse. They are well aware of the procedures to follow if they have a concern about a child or the conduct of a staff member. The manager, who is also the lead for safeguarding children, has a clear understanding of her child protection role and responsibilities. Staff are deployed well, ensuring that children are continually well supervised. Staff and managers review accidents to children. They take any immediate and necessary action to minimise the risk of reoccurrence. This helps to maintain children's safety.

What does the setting need to do to improve?

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

- review how planned activities are delivered, especially to pre-school children, so that staff consistently model language that promotes thinking and challenges

children

- ensure staff provide children with explanations of unfamiliar words to support their growing vocabulary and understanding.

Setting details

Unique reference number	2545631
Local authority	Doncaster
Inspection number	10229276
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	81
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	01302 844485
Date of previous inspection	3 February 2022

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 13 childcare staff. Of these, nine 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 two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

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 the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke with the inspector during the inspection.
- The inspector carried out a joint observation of a planned activity with the manager.
- The inspector spoke to several parents 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.

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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