

# Inspection of Small World Nursery Ltd

89 Bagley Wood Road, Kennington, Oxford, Oxfordshire OX1 5NA

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Inspection date: 9 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are safe and happy. Young children confidently explore their environment. They persevere and babble as they use their arms and legs to help them follow balls that slowly roll away from them. Older children confidently approach visitors and tell them about their learning. They excitedly explain how they have made bread. They talk about the ingredients they use and how they kneaded the dough with their hands. They show immense pride in the final product that they have created.

Children benefit from clear expectations. Staff sensitively talk to babies to explain why they put their shoes and coats on before going outside. Staff explain to older children the expectations for using their 'listening ears' and for their eyes to be looking. Throughout nursery, all children learn from a young age about respecting other people's space and belongings. This promotes their good behaviour well.

Children develop good levels of language. They benefit from plenty of opportunities to sing, share nursery rhymes and read books. Babies delight in listening as staff read stories to them. Staff make eye contact and vary their voices as they read. They model how to hold a book and turn the pages. Children watch, choosing books themselves by pointing. They hold them and begin to turn the pages.

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

- The manager has a clear vision for the curriculum. Staff share this understanding and they confidently talk about the main goals for children's learning.
- Staff support for children with special educational needs and/or disabilities (SEND) is good. For example, staff have a detailed knowledge of children's needs. They work with professionals to develop strategies to support children. Staff successfully use methods, such as sign language, to support children's developing communication. Staff share high expectations for all children and children with SEND make good progress.
- Staff meet children's care needs effectively. For example, they attentively accommodate children's sleep and feeding routines when they begin attending. They support children to manage self-care routines, such as using the potty. They recognise when children may be feeling unwell and follow the medication policy to help meet their immediate health needs.
- At times, such as during outdoor play, staff are not fully effective at managing their interactions and using resources to support younger children's physical development. For example, on occasion, staff carry younger children around for long periods. This hinders their ability to explore. At other times, staff do not recognise when their intervention to hold children's hands prevents children

from learning how to climb steps independently.

- Staff promote children's positive behaviour effectively. For instance, they swiftly reflect on situations where children find it challenging to manage their emotions. They plan strategies to help them be successful. Children are well behaved and become increasingly confident managing their own behaviour.
- Parents report that they are very happy with the nursery. They comment on the 'caring and welcoming atmosphere' and the frequent communication about children's learning and development. Parents say that their children have been well supported through flexible transition arrangements. These have helped children to resettle well following COVID-19.
- On occasion, staff do not recognise times where older children's enjoyment of their activities is affected by the large number of children participating. For example, children sit in a large group for an adult-directed activity. Due to the large number of children taking part, their ability to actively contribute is limited.
- Staff actively teach children about sustainability and the world around them. For instance, children learn about where food comes from and food waste. The manager has recently made changes to the food menu. She consults specialist guidance to ensure that it provides a healthy and nutritionally balanced diet. Children are eager to demonstrate their independence when serving their meals. They happily identify and eat the vegetables on their plate.
- The manager monitors staff practice well. For instance, she regularly observes staff and provides feedback to help them improve their practice. She organises regular staff meetings and room meetings to help share key points from training and development. This is helping to maintain good-quality practice.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibility to keep children safe. For example, they are familiar with local safeguarding partnership procedures should they need to refer any potential allegation or concern about children's welfare. Staff, including those who speak English as an additional language, are able to describe the signs and symptoms of abuse. This includes emotional abuse, neglect and female genital mutilation. They are able to explain the key purpose of the 'Prevent' duty. Staff implement procedures to keep children safe on a daily basis. For instance, they regularly check the environment.

## What does the setting need to do to improve?

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

- support staff to help them understand how to use their own interactions and resources to promote younger children's physical development outdoors more successfully

- review the organisation of large-group activities and routines to maximise children's involvement.

## Setting details

<b>Unique reference number</b>	133393
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10230802
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 9
<b>Total number of places</b>	105
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Small World Nursery Ltd
<b>Registered person unique reference number</b>	RP518046
<b>Telephone number</b>	01865 326660
<b>Date of previous inspection</b>	14 February 2022

## Information about this early years setting

Small World Nursery Ltd registered in 1990. It is located in Kennington, Oxfordshire. The nursery is open Monday to Friday from 8am to 6pm all year round. It also offers before- and after-school care. The nursery accepts funding for the provision of free early education for children aged two, three and four years. The nursery employs 29 members of staff. Of these, 26 work with children. Fourteen members of staff hold qualifications at level 3 and above. The nursery follows the Montessori approach.

## Information about this inspection

**Inspector**  
Lisa Dailey

## 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 room leaders talked to the inspector about the curriculum and what they want children to learn.
- Children told the inspector about their activities and talked about mealtimes, including the food they eat.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation in the baby room.
- Parents talked to the inspector and their views were considered.

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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