

# Inspection of Smallworld

Sandiway Primary School, Weaverham Road, Northwich, Cheshire West And  
Chester CW8 2ND

---

Inspection date: 8 September 2023

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### **The provision is good**

Children are extremely happy and settled at this setting. They benefit from a wide range of exciting and stimulating activities that the staff provide. For example, babies put on soft, fluffy waistcoats and give out bags of wool to their friends as they join in with nursery rhymes. Toddlers pick beans from their outdoor area and use them while making recipes in the mud kitchen. Older children are enthralled as they solve clues to discover their new pet goldfish. These interesting activities motivate children to learn. Children gain a thirst for learning from a young age.

Children behave very well and play harmoniously together. Staff have high expectations of all children. They teach children to share resources and to use good manners. Children show good listening and attention skills. They listen attentively to staff's instructions and follow them well.

Children benefit from various visitors to the setting. For example, the dental nurse helps to teach children how to brush their teeth correctly. The community police officer visits children to teach them how to cross roads using zebra crossings. Children go on walks around the local community and visit the zoo. These experiences help children learn about the world around them.

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

- Leaders are dedicated and passionate about providing high-quality childcare for all children. Staff create a broad and balanced curriculum. They know where their key children are up to in their development. Staff plan appropriate activities that target children's next steps in their development. Children make good progress in their learning.
- Staff plan many opportunities to enhance children's growing independence. Babies collect their own cushions at story time. Toddlers have a go at pouring their own drinks at snack time. Older children put their own coats and shoes on. They manage their own personal hygiene. These opportunities help children feel proud of the tasks they have accomplished by themselves.
- Leaders carry out regular supervisions. They set targets for staff to continuously improve their practice further, and prioritise professional development opportunities. Staff attend a range of training courses. For example, staff attend courses to further support children with their communication and language skills.
- Communication and language is promoted very well. Children's joyful singing can be heard throughout the nursery. Staff bring stories and songs to life as they sing and read books to children. Children are actively involved in stories. For example, they eagerly put a range of animal puppets into the model train that they meet in the story. Staff encourage babies to join in with repeated phrases in books and the sounds the animals make. This helps children make progress

with their communication skills.

- Children's physical development is promoted well. Toddlers use pipettes to add water into ice cube trays as they play outside. Children fill their own jugs of water to water the plants. Older children ride around the track using balance bicycles and ride-on toys. They have lots of opportunities to climb, run around and balance. This helps to develop children's large-muscle movements.
- Children are learning how to keep themselves safe. For example, staff teach children about road safety. They teach children why they must wear a hat outside when the weather is sunny. However, the curriculum does not include teaching children how to safely use the internet or digital technology. Staff do not yet provide experiences that help children gain an effective understanding of how they can keep themselves safe when using digital technology or the internet.
- The special educational needs coordinator supports children with special educational needs and/or disabilities well. She is proactive in seeking advice and making referrals to other professionals and agencies, where necessary. Staff put tailored plans of support in place to meet the individual needs of children.
- Parents are thrilled with the service provided. They are thankful for the regular updates they receive about the activities children have taken part in each day. Parents comment on how flexible the staff are with the settling-in processes. Staff send home ideas for how parents can carry on learning with their children at home. This helps to provide continuity in children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities in keeping children safe. They confidently identify the signs that may indicate a child is at risk of harm. Staff know how to report any concerns they may have about a child's welfare. All staff complete safeguarding training and have ongoing discussions to ensure that their knowledge is kept up to date. Robust recruitment procedures are in place to ensure that all adults are suitable to work with children. Staff ensure that the premises are safe and secure. They undertake indoor and outdoor checks before children arrive in the morning. Any potential hazards to children's safety are identified and minimised.

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

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

- help children gain an understanding of how to safely use the internet and digital technology.

## Setting details

<b>Unique reference number</b>	EY226107
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10301495
<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 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Smallworld Sandiway Limited
<b>Registered person unique reference number</b>	RP546158
<b>Telephone number</b>	07985094776 0160645422
<b>Date of previous inspection</b>	30 January 2018

## Information about this early years setting

Smallworld registered in 2002. The nursery is open Monday to Friday, from 7am until 6pm, all year round, and the pre-school is open Monday to Friday, from 9am until 3pm, during term time. The nursery provides funded early education for two-, three- and four-year-old children. It employs 13 members of childcare staff. Of these, nine hold qualifications at level 3 and above.

## Information about this inspection

### Inspector

Olivia Barnes

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Leaders joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff and children 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 on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- Leaders 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023