

# Inspection of Little World Nursery

111 Conway Street, Birkenhead, Merseyside CH41 4AF

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Inspection date: 16 September 2025

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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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

Leaders create a welcoming atmosphere where children are happy and settled and enjoy their day. Staff quickly build secure relationships with new children. They work with parents from the start to find out about children's likes and interests. For example, staff have children's comfort toys to hand, if needed. Staff respect children and value their contributions. Children confidently choose their favourite stories for staff to read and make choices about their play. This helps children to make decisions and enhances their self-confidence.

Children develop good social skills and understand how adults expect them to behave. For example, they are self-motivated to join in with tidy-up routines and take pride in their work. Older children are beginning to resolve their own conflicts. This contributes to the calm and friendly feel of the nursery. Leaders implement a curriculum for children that, overall, meets their individual learning needs. Staff focus on children's next steps during activities and free play, helping them develop new skills. Children make good progress during their time at the nursery and are well prepared for their next stage in learning.

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

- Staff mostly help to promote children's communication and language skills. For example, children are excited to join an animal-themed activity. Staff ask children a range of questions. Children use prior learning and early language to talk about animals. This helps to extend their vocabulary. However, there are times when staff do not give children enough time to respond before they ask another question. This does not provide the same support for children's emerging conversational skills.
- Leaders' intentions for the curriculum are for children to become independent. Staff fully support all children to develop independence skills, such as using the toilet and washing their hands. Children, with adult support, serve snacks and meals and put on their coats for outdoor play. This means that children are encouraged to practise a full range of independence skills.
- Leaders successfully establish strong partnerships with parents. Staff share a good two-way flow of information about children's care and learning. They provide simple ideas for parents to enhance children's learning at home. This good partnership working contributes to positive outcomes for children.
- Leaders offer staff support through coaching, supervision sessions and staff meetings. They ensure that staff complete mandatory training, including first-aid and safeguarding training. However, leaders do not provide staff with targeted professional development plans in order for them to develop their practice to a consistently high quality. As such, there are some small inconsistencies in the delivery of the curriculum for all children.

- Staff teach children about differences and similarities between themselves and others. For example, children learn about prominent world festivals as they are celebrated in the host multicultural centre. Children enjoy a diverse range of stories, including some about different families. These experiences help children to develop an understanding of the wider world.
- Managers and staff are overwhelmingly committed to removing barriers that children face in learning. Staff complete thorough assessments of children's development. Children with special educational needs and/or disabilities receive focused and personalised support to help them succeed. Managers have created exceptional links with external professionals. They swiftly put interventions in place to ensure all children make excellent progress.
- Children's health is promoted well. For example, leaders provide children with a healthy and well-balanced menu. Children enjoy playing outdoors, where they access plenty of fresh air and exercise. They enjoy trying fruit and vegetables at mealtimes. This supports children in developing a positive attitude towards healthy lifestyles.
- Staff promote children's physical development very well. Babies and young children enjoy the climbing frame and the slopes in the outdoor area. Regular movement sessions and obstacle courses help children to develop their large muscles and their stamina. Children enjoy the time spent outdoors and being physically active.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **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 implement the intended curriculum and provide consistent opportunities for children to develop their communication skills even further
- provide staff with targeted professional development plans and opportunities for them to enhance their practice to a higher level.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | EY281130                           |
| <b>Local authority</b>                             | Wirral                             |
| <b>Inspection number</b>                           | 10407729                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years 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>                      | 25                                 |
| <b>Number of children on roll</b>                  | 30                                 |
| <b>Name of registered person</b>                   | Wirral Multicultural Organisation  |
| <b>Registered person unique reference number</b>   | RP903116                           |
| <b>Telephone number</b>                            | 0151 792 7443                      |
| <b>Date of previous inspection</b>                 | 16 January 2020                    |

## Information about this early years setting

Little World Nursery registered in 2004. The nursery employs eight members of staff. Of these, five members of staff hold appropriate early years qualifications at level 3 and one at level 5. The nursery operates Monday to Friday from 8am until 6pm, all year round, except for bank holidays. The nursery provides government funded childcare.

## Information about this inspection

### Inspector

Deborah Magee

### Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children and staff spoke to the inspector throughout the inspection at appropriate times.
- The inspector observed the interactions between staff and children.
- The inspector and manager carried out joint observations of group activities.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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