

# Small World Nursery

Schofield Centre, Greenclose Lane, Loughborough, LE11 5AS



**Inspection date** 16 August 2016  
Previous inspection date Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff make very good use of the local area to ensure children have regular access to fresh air and exercise. Children splash in puddles, play racing games and use a large range of fixed play apparatus.
- Staff regularly make accurate observations of children and assess the progress they make. This helps them to identify children's next steps for learning and inform staff's teaching effectively.
- Children are well supported to develop independence in taking care of their own needs. They help themselves to drinks and manage their personal care needs well.
- Children's safety is given high priority. Staff-to-child ratios are well maintained, both indoors and on outings. Staff are deployed well and are vigilant at all times. They gently remind children of the rules for keeping themselves safe and well.
- The manager frequently monitors children's assessments and progress. She ensures additional funding is used effectively to help children to make at least good progress.

### It is not yet outstanding because:

- Although the manager does monitor staff practice, she does not evaluate staff's teaching skills critically enough to develop their practice to an outstanding level.
- When children are learning about mathematics, staff do not always give them the extra challenge they need to learn as much as possible from their activities.
- Strategies to encourage parents to share information about children's learning at home, which help inform the assessments of children's progress are not yet fully effective.

## What the setting needs to do to improve further

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

- build further on the arrangements for monitoring staff's teaching skills to drive the quality of teaching higher
- refine the teaching of mathematics so children are challenged as far as possible and have good opportunities to make rapid progress in their learning
- build further on the partnerships with parents so they are better supported to share information about what children are learning and achieving at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Alex Brouder

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their roles and responsibilities in relation to child protection and safeguarding. Consequently, children are well protected and kept safe from harm. The manager and staff work effectively as a team and have a shared drive and commitment to succeed. Strong partnerships with external agencies and schools promote a consistent approach to help all children achieve well. Teachers visit from schools children will be attending. This helps to promote continuity when children move on to the next stage of their care and learning. Parents' comments about the staff and nursery are very complimentary. They feel well informed of their child's care and learning. They appreciate that information about their child's development is accessible to them through a computer software program.

### Quality of teaching, learning and assessment is good

Teaching is consistently good and children's needs are met well. The experienced and qualified staff team establishes children's initial starting points before they begin. They use this information to plan activities from the outset, helping every child make at least good progress. Staff ensure children who speak English as an additional language are provided with effective support. This helps them to develop their language and communication skills in English. Children really enjoy being outdoors and learn a lot during this time. For example, staff ask questions to help children learn about the colour of flowers and the names of birds. Staff challenge children to recall what they saw during a recent trip to the farm. Children answer with confidence and talk together about who went on the tractor ride and about which animals they saw. Staff make good use of these opportunities to teach children about the world and to help them develop good speaking skills. Babies use their senses to explore as they scoop up the sand and watch this slip through their fingers. They are well supported in their developing mobility. Staff place resources and equipment just out of reach, to build their walking or crawling skills.

### Personal development, behaviour and welfare are good

Children are confident and happy. They behave well and have positive relationships with other children of all age groups. Staff are effective role models and remind children of the rules of the setting. Children show respect for their environment, staff and their peers. The key-person system is effective as staff get to know their key children and plan well for their needs. Children's emotional well-being is successfully promoted. Settling-in periods ensure children are given time to build trusting relationships with key people. Additionally, when children move from room to room within the nursery, this is managed sensitively and in partnership with parents.

### Outcomes for children are good

All children, including children who speak English as an additional language, make good progress in relation to their starting points. They are supported well in developing the skills needed for future learning. Older children are independent in their personal care and babies are building confidently on their independence skills. Children develop good early literacy skills. They listen to stories and anticipate what will happen next.

## Setting details

<b>Unique reference number</b>	EY495681
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1032080
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	65
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	King's Church Loughborough
<b>Registered person unique reference number</b>	RP535043
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01509 262922

Small World Nursery was registered in 2015. It was originally registered in 1996 and re-registered following a governance conversion to become a Charitable Incorporated Organisation. The nursery employs 26 members of staff, 20 of whom hold appropriate early years qualifications at level 3 or 6. This includes three members of staff with early years professional status. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early years education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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