

# Smallworld Pre-School

Inspection report for early years provision

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**Unique reference number** 305301  
**Inspection date** 12/05/2011  
**Inspector** Donna Parkinson

**Setting address** Leftwich Primary School, Old Hall Road, Northwich,  
Cheshire, CW9 8DH  
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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Smallworld Pre-school is one of four settings owned by Smallworld Pre-School and Link Club Ltd. It was registered in 2000 and operates from a mobile classroom in the grounds of Leftwich Primary School in Northwich. A maximum of 24 children aged from two years to under eight years may attend the setting at any one time. All of whom may be in the early years age range. The pre-school is open each weekday from 9am to 11.30am and 12.15pm to 2.45pm term time only. The out of school club is open from 8am to 9am and from 3pm to 6pm during term time and from 8am to 6pm during school holidays, if required. All children share access to secure outside play areas. Full day care is also offered consisting of a combination of sessions.

There are currently 74 children on roll. Of these 74 are aged under eight years and 54 are in the early years age range. Of these, 53 children receive funding for early education. The setting supports children with special educational needs and/or disabilities.

The setting employs seven members of staff, of whom two work on a one-to-one basis to support children with special educational needs and/or disabilities. Of the seven, six hold appropriate early years qualifications to a level 3 standard.

The setting is a member of the Preschool Learning Alliance and receives support from a qualified teacher from Sure Start.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met, and they make good progress in their learning and development as they experience a wide variety of activities. Each area of learning is usually promoted effectively by staff. The setting has developed good partnerships with parents, carers, local schools and outside agencies to ensure that all children are included. Children are safe and secure and enjoy learning about their local area and the world around them. Regular self-evaluation gives the manager and staff team a good understanding of the strengths and weaknesses of their provision, which ensures priorities for improvement are identified and acted upon. This results in continuous improvement being effectively maintained.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide more opportunities for older children to use language for an increasing range of purposes, with particular regard to speaking at length, from a wide range of experiences.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding children is a priority. Comprehensive policies and procedures are followed and designated staff members oversee child protection issues. The staff team are safely recruited through a detailed recruitment procedure, which includes seeking of references and completion of full vetting procedures. Good standards of hygiene are maintained to help prevent the spread of infection. Risk assessments are effective and appropriate throughout the setting.

The staff create a warm, welcoming environment with a wide range of activities accessible to all children. The management team provide ongoing training for staff so that they can effectively meet the needs of all the children. Recommendations from previous inspections have been met and a development plan identifies further actions that the setting is committed to, in order to drive further improvements. This combines any improvements highlighted from the self-evaluation processes, and feedback received from parents, carers and outside agencies. Parents and carers share their feedback with the setting through regular open communication with the staff team. This includes using a comments and suggestions book and meeting regularly with their child's key person throughout the year. Children are encouraged to care for their environment, including having an area outdoors where they plant and grow fruit and vegetables.

A thorough induction process, which is tailored to suit the needs of each family, ensures that the assigned key person understands the individual needs of each child and their family before they start at Smallworld. This is particularly beneficial for those with special educational needs and/or disabilities. The setting has gained one to one support for these children, to enhance their opportunities to make good progress in their learning and development. Small world strives to ensure that the learning environment is fully inclusive in meeting the needs of all children.

## **The quality and standards of the early years provision and outcomes for children**

The staff plan activities and experiences to ensure they meet the needs of all children. The five outcomes for children are entwined throughout daily routines and planned activities. Children are provided with generally good opportunities to learn communication, language and literacy skills. However, children aged four and five do not always have enough opportunity to further develop their speaking skills for a wide range of purposes, which would further encourage them to initiate and develop conversations. The environment actively promotes children's play and investigation. For example, role play opportunities where children peg out washing in the home corner and serve portions of real and pretend food. They have the time to become engrossed in their play, including, making patterns with their fingers and a range of tools in a thin layer of shaving foam. The children delight in rolling away the patterns and creating new ones.

Spontaneous learning takes place as it arises; for example, the children find a

caterpillar in their vegetable patch, which they carefully take out so they can examine it more closely. Children learn about diversity through various toys and resources, and celebrate different festivals. This is complemented with positive images of children and families from around the world being displayed around the setting.

Staff are consistent and positive role models to children, and offer praise and encouragement regularly throughout the day. As a result of this children are happy and settled and are confident to play, knowing that a key person is close by. The children show a strong sense of belonging and a good understanding of rules and boundaries as a result of their involvement of creating a set of 'Golden rules' for the setting.

Children are offered a variety of healthy snacks during the day, which they are actively involved in preparing, serving and clearing away. Children also eat the fruit and vegetables that they grow in their vegetable patch, which encourages good lifestyle habits. Free flow play is continuous between indoors and outdoors and children benefit from a wide range of daily learning opportunities and large physical play outside. The environment is well organised and provides children with good base where they can develop skills for future learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met