

Smallworld

Inspection report for early years provision

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Inspection date	28/11/2011
Inspector	Kay Armstrong

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Type of setting	Childcare - Non-Domestic

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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 is one of four facilities run by Smallworld Pre-school and Link Club Limited. The provision was registered in 2002 and offers pre-school and out of school care. The provision operates from a demountable building in the grounds of Sandiway Primary School in the Northwich area of Cheshire. The pre-school is open Monday to Friday from 9am to 2.45pm during term time. The out of school club is open Monday to Friday from 7.45am to 9am and 3pm to 6pm during term time and from 8am to 6pm during school holidays. Children have access to an activity room which is divided into areas and a secure enclosed outdoor play area. The provision serves the local and surrounding areas and children attend for a variety of sessions.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children aged two to under eight years may attend the provision at any one time. The provision also offers care to children aged eight years to 11 years. There are currently 117 children on roll. Of these 90 are under eight years and of these 49 are within the early years age range. Of these, 31 children are in receipt of funding for early education.

There are eight members of staff who care for the children. Of whom one holds a BA Honours degree and one holds a foundation degree in early years. In addition four members of staff hold a qualification at level 3 in early years and two members of staff are unqualified. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this nurturing, fully inclusive and welcoming provision. They make good progress in their learning and development. They engage in a wide range of enjoyable activities which are supported by excellent resources. Overall, children's safety is promoted very well and confidentiality of most records is maintained effectively. Positive relationships with parents, carers and other providers ensure children's unique needs are recognised and consistently met. Effective systems are in place to monitor and evaluate the provision and plans for future improvement fosters positive outcomes for the children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact and who has parental responsibility for the child.

12/12/2011

(Safeguarding and promoting children's welfare)

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

- review procedures to ensure accident and incident records are maintained confidentially.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded within the provision because staff have a good understanding of the child protection procedures. These are fully inline with the Local Safeguarding Children Board guidance and help to protect children from harm and neglect.

Robust risk assessments are in place and checks of the play areas on a daily basis ensure children play in a safe environment. Comprehensive recruitment and vetting procedures ensure that all staff are checked through the Criminal Records Bureau further enhancing children's safety. Most of the required records and documentation are maintained to a high standard. However, due to multiple entries per page accident and incident records are not always maintained confidentially. Information regarding who has legal contact with and who has parental responsibility for the child has not been sought. This is a breach in the welfare requirements of the Early Years Foundation Stage. Due to the staffs good knowledge of the children and their families the impact on children's safety is minimal

Children engage in a wide range of challenging experiences and learning opportunities. Furniture, equipment and resources are of very high quality and staff deployment is excellent. Staff organise the available space extremely well to ensure children experience excellent play opportunities and materials. Equality and diversity is fostered effectively as staff value and embrace different cultures, gender, religions and abilities. A high regard is given to the value of working in partnership with parents, carers and other providers. Parents have access to a wealth of information and this contributes significantly to children's well-being and inclusion. Effective links with other providers and the host school have been made. This promotes continuity of care for the children and eases their transition into full-time education.

The staff team work very well together. They attend training courses whenever possible to enhance their skills and knowledge. The successful completion of recommendations raised at the last inspection, on-going self-evaluation and reflective practice demonstrates the provisions genuine commitment to driving improvement. Consequently the outcomes for the children are significantly enhanced.

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

Children are making good progress towards the early learning goals. This is as a result of staff's clear knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The planning of the curriculum is based upon children's choices and staff observation of children's interests and achievements. Staff provide a good balance and structure to each session, with times for free play and more structured group activities, such as circle and story time.

Most children arrive happy and eager to participate, separating from carers with ease. They enthusiastically explore a wealth of activities and resources. They are able to enhance and extend their play as they choose more resources from an abundance of play materials which are easily accessible. As a result, they are becoming active and independent learners. Children are encouraged and supported by staff to share and take turns fairly. Their behaviour is good and they show consideration to one another. Children have good levels of concentration and perseverance in activities. They work well together in small groups, for example as they use large building blocks to build towers or play imaginatively.

Children have a good variety of opportunities to write and make marks. Many children form recognisable letters and some children confidently write their names. They mark make with their fingers in shaving foam or use paintbrushes and water in outdoor play. They enjoy listening to stories and confidently ask staff to read particular favourites. Children happily match and sort, count. They are developing a good understanding of mathematical concepts, such as 'full' and 'empty' as they play in the sand. They are developing a good understanding of the wider world as they use a globe to look for different countries which relatives are visiting. They learn about lifecycles and begin to understand about nature as they discover slugs and worms hiding under stones. Children have good opportunities to use technological equipment such as cameras and computers. They use a variety of resources to develop physical skills and refine their dexterity. For example, they thread beads on to laces; manipulate dough, snip and cut with scissors, ride bikes and climb and balance on large equipment outdoors. Children express themselves creatively as they make wonderful pictures with collage materials and play imaginatively with small world resources. The activities and opportunities offered, staff interaction and commitment clearly supports the good development of children's skills for the future. Children enjoy healthy snacks and have access to water at all times. They are developing an understanding of the need for good hygiene routines and, together with regular outdoor play opportunities, children's health, welfare and physical development are well promoted.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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