



Small World Nursery Self Evaluation Form

Your setting

Please describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have learning difficulties and/or disabilities, or speak English as an additional language.

Outline any specific issues which aid or prevent the smooth running of your setting, such as:

- recent training attended or any qualifications gained
- difficulties in recruiting and retaining staff
- recent or impending re-organisation or change of staff.

Please mention any special features of the provision, such as particular methods of teaching or participation in a quality assurance scheme.

Small World Nursery is run by The Kings Church. The nursery is overseen by a management board that in turn are overseen by a board of trustees. It opened in 1996 and operates from five rooms and associated facilities within The Schofield Centre in Loughborough in Leicestershire. Children are mainly cared for on the first floor of the premises which is accessed by stairs or a lift.

Open from 8:00 to 17:45 throughout the year, closing for bank holidays, one week at Christmas and two training days. The nursery is registered on the Early Years Register. A maximum of 50 children can attend the nursery at any one time. There are currently 89 children under five years on roll, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged three and four years and has recently accepted children claiming the two year old funding.

Children come from a wide catchment area, as most of their parents travel to work in and around Loughborough. The nursery currently supports a number of children with English as an additional language.

The nursery employs 21 staff who live locally. All of these hold appropriate early years qualifications at level 2/3. We currently employ 1 member of staff who is level 6 qualified and has completed their EYP; she is currently on maternity leave. We have employed a level 6 graduate to cover her post who started her EYP in Jan on a 6 mth pathway. We have recruited a member of staff for our baby room that has completed a BA hon's in Education Studies and is currently doing her Eyp and due to finish at the end of this year (2012).

The manager has a level 5 qualification after completing her Foundation Degree in Children's and Young People's Services (July 10) and has recently completed her 60 credits for a BA in Education Studies (Jan 12) and is awaiting her results. Alongside her BA, she has been doing her EYP, the work has been submitted and we are awaiting her setting visit on 17th April 2012.

Ofsted inspection in February 2009 rated our provision as outstanding.

Investors in People- July 2011

Leicestershire Authority annual progress review in May 2012 - result outstanding

Views of those who use your setting

What are the views of the children and their parents or carers? How do you know what their views are?

Please give examples of any action you have taken to change your provision as a result of their views.

We use various methods to ascertain the views of children and their parents or carers.

Children's Responses/Views

The children's opinions are valued and are promoted through the daily activities planned for the children. All about me sheets are provided as useful indicators to practitioners of the child's interests, preferences and views. Babies and young children's responses/views are sought through their responses to activities and these are recorded in their own learning journey's.

For older children they are given interest sheets/children's interviews where they are encouraged to share their

interests with their key person. Children feedback during the day's activities and these are built on and used as an opportunity to extend their learning. Children's views are included in their children's learning journeys and on their progress summaries. We introduced an ideas wall in the big room where a topic is introduced and the children are given the opportunity to add their ideas, what they want to know and what they would like to know to it. We are currently developing our outdoor provision and so the children have made a wishing tree which has their ideas and wishes for what they would like to do outside.

Parents Views

Parents/Carers are encouraged to be involved with the nursery as much as they can. When a child starts in the nursery, they are asked to complete a comprehensive enrolment form and are given a parents information book containing our policies and practices in brief.

Parent's views are sought on a daily basis through conversations and the children's travel books/learning journeys. The nursery operates an open door policy where parents/carers are always welcome to discuss any issues, both positive and negative at the end of the session. Any issue requiring urgent attention is dealt with as soon as possible.

We actively ensure that parent's/carers receive a questionnaire twice a year. The responses are evaluated, fed back to parents and are used to improve the quality of our practice. This exercise enables us to gain an insight into what we are doing well so that we can build upon it. Blank questionnaires are available on our parent's notice board for parents to help themselves to at any time.

Parent's evenings are offered twice a year, where they are invited to come in to speak with their child's key person should they wish to look through their child's learning journey or discuss any issues.

There are currently two parents who sit on our management board. The management board is made up of by members of Small World Nursery staff or specific people with an expertise/interest in our nursery. The management board meets every 8wks.

Our communication with parents about the EYFS has been improved with a revamp of the displays. We have also produced a booklet about the EYFS for parents and have put together a series of booklets about how parents can support their child in the 6 areas of learning and development.

This year we have added a 'how you can be involved in the nursery' bit to our parents notice board and have introduced parent forums. these have been informal evenings in which all the parents are invited and their ideas sought about how we are doing, how we could improve, gaining their knowledge and encouraging their involvement. Minutes from these meetings are then given to all nursery parents and displayed on the notice board.

Practitioner Views

Practitioner's views are offered through daily informal conversations at the beginning and end of each day and more formally during staff meetings which are held fortnightly. We hold Staff appraisals annually and are well documented; they are kept in the practitioners personal files. Investors in People have complimented the documentation that we hold on staff and clearly take into account the practitioner's desire for training. We have recently introduced a practitioner questionnaire to be given out twice a year at the same time as the parental questionnaire. This will enable the practitioners to contribute to the development plan, express any training that they would like to and their views can be included in the SEF. This year we have introduced 360 degree in appraisals where the practitioners can feedback about each other. I would like to introduce 1:1 supervisions and am ready to roll this out but unfortunately am finding a pressure on my time.

The quality of provision in the Early Years Foundation Stage

The nursery is committed to providing a high quality of care and educational experience for the all the children. We have clear principles and aims and we work hard to provide a broad and balanced range of age and stage appropriate learning experiences for the children.

Our development plan aims to ensure that we continually provide a stimulating and welcoming environment with a range of resources that the children can access at all times. We encourage a balance between adult led and child initiated activities which allows the children to enjoy being here, feel valued and helps them to reach their potential. The children's rooms are designed to include resources that encourage development in the 6 areas of learning that are easily accessible to children. We have adopted the Communication Friendly Spaces approach to the environment and have deliberately chosen neutral display colours that draw your eye to the children's work. We have also included smaller, cosier areas for children to feel safe and secure which in turn encourage communication. We provide rich and meaningful real-life experiences. A wide range of activities are offered each day, including arts and crafts, construction, role play, physical activities and a comfy area for reading. A computer is provided in the big room with age appropriate software to encourage matching, shape, counting and colours skills. The activities and resources offered enable the children to explore all the areas of learning and development.

The soft play area and hall downstairs are used as an extension of the rooms, providing access to resources such as

those that encourage role play, mark making, and the development of fine and gross motor skills. Older children have the opportunity to play with ride on toys and bikes when they access the hall downstairs. Large group activities such as parachute games are also available during the children's time downstairs. A broad theme is loosely followed each term, offering a range of adult and child led activities that enable every child to develop their skills and curiosity. Children are proud of their work and many examples can be found around the nursery.

A wide range of policies and procedures are in place that supports the welfare of children. These include fire policy and procedures, safeguarding children, health and safety, sickness policy, lost child procedure, collection and non-collection of children, food and drink, etc... All the policies are kept in the office and are reviewed regularly and updated. A copy is given to the practitioner on induction and another copy kept by the parent's information board. An overview is included in our parent's hand-book and student booklets.

The diversity of our children and our society is recognised at all times, with many festivals being celebrated; supported by a range of resources. The Shree Ram Krishna Centre has provided us with resources to help this. As a result, each child feels valued and is keen to learn about many faiths and cultures. Most of the children are developing close relationships with the staff. We have recently appointed a member of staff who is a Muslim and has helped us to settle are children by communicating with them in their home language.

Children are seen as individual with their own interests and personality. We want all children to achieve their potential and to develop independence. The nursery encourages children to learn through play and this is reflected in the nursery's Curriculum Policy. Children are encouraged to explore and investigate items of interest which encourages learning. The opportunities for learning through play support each child's developmental steps. Practitioners recognise when the children need more encouragement to master a skill or idea and also when they are ready to move on to the next step.

The practitioners have a wide range of experience and expertise and a good understanding of child development and how children learn. The nursery actively encourages it's practitioners to attend training course in which they can update their knowledge and learning.

The information provided by parents on the child's interest sheets when they first start gives practitioners a sound understanding of the children's existing relationships and interests. During an induction period (when parents/carers may stay for as long as is felt necessary) children are allocated a key person, who spends time getting to know them well and assessing their developmental starting point within the first half term of attendance.

The key-person is the families first port of call. The key-person encourages the parents to participate in their child's learning by completing an 'All about me' sheet informing the key-person of the child's likes, dislikes and interests. They are also encouraged to use the children's travel books to inform the nursery of any new learning, news or new interests. The key-person can then take this knowledge and use it to help the settling in process and planning for their next step of development.

During the child's day, the key-person will make observations on the children using short notes and photograph any examples of the children's work and achievements are also recorded as observational evidence in their learning journey to assess their learning. The key-person uses an observational tracker to determine the child's interests and preferences and uses these to encourage the children in 'not so keen' activities. For example, if a child doesn't like getting their hands messy in creative activities but loves playing with the cars, the key-person will set up activities that involve running the cars through paint to encourage them to partake in creative activities.

A learning journey is created for each child, in which samples of their work, observations, photographs and comments they or staff have made are recorded and next steps for development. Each child is given their learning journey when they leave as a record of their time at nursery.

The key person monitor's children's progress through spontaneous and focussed observations. Observations are recorded in the children's learning journey and enable staff to gain an understanding of each child's likes, dislikes and development levels and support planning for their next steps. Progress summaries are completed twice a year documenting the children's development. These are analysed looking at the development of girls/boys, EAL, SEN and meetings with the practitioners are then used to put in extra support for the children or practitioners if needed. Where children are identified as having additional needs, focussed observations are documented to help determine development level. Assessments are carried out to inform IEP's and potentially a Statement of Special Educational Needs. It is the responsibility of the SENCO to conduct observations, recordings and assessments for children with additional needs.

The nursery holds two parents' evenings per year usually in the Autumn and Summer term. These meetings are held outside of the normal nursery hours to enable parents to review their child's learning journey with their key-person without distraction. Extra practitioners are available within the nursery to supervise children if they have come to the parents evening to eliminate any distractions.

The learning and development of the children is underpinned at all times by the themes and principles of the EYFS to support each child's developmental steps. Children are happy and engage well with the learning opportunities they are

offered. They come into the nursery quickly and happily and become involved in learning opportunities. Photographs can be found in the individual children's learning journey's to see how children engage with the activities.

Quote from Ofsted Report

Overall the quality of the provision is outstanding. Children make excellent progress in their development and learning due to pro-active staff who successfully implement the Early Years Foundation Stage. The setting places a high emphasis on inclusive practice which significantly supports the children's needs by ensuring that the partnership with parents, local schools, other childcare providers and agencies underpin consistency for all children. Thorough and very effective systems are in place to self-evaluate the provision, ensuring that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all of its users.

On the basis of your evaluation, what are your priorities for improvement?

We are currently developing our outdoor provision and are looking at funding to develop a forest school ethos/culture within our nursery however we would be looking wider than just the forest/woodland so we can incorporate outdoor learning in our community such as trips to the local parks

Outcomes

The extent to which children achieve and enjoy their learning

Within our nursery, we take great effort to offer a wide range of stimulating activities and opportunities, and we also ensure that those activities follow both the children's interests and encourage them to move on in their development. For instance, a little boy brought in a robot and a rocket that he had made at home. The other children responded really well to this so the practitioners built on this to include Toy story with Buzz Lightyear. They have built a lovely space rocket, space station, planets and shooting stars out of cardboard boxes and paper maiche.

The practitioners provide a calm environment where children are happy, confident and enjoy themselves. Positive relationships are built up between the practitioners, children and parents through the key person system which encourages children to thrive. Practitioners help children to feel valued by providing positive support through their language, praise and encouragement which helps to build the children's self esteem.

Children come into the nursery happy and settled most of the time and are happy to spend their time with us. They are encouraged to behave well by taking turns, sharing and building friendships with each other. Negative behaviour is challenged in line with our policy and the children are asked to apologise if necessary through giving hugs or verbally apologising.

The children enjoy a variety of activities which help them to learn new skills and talk through their experiences. Children explore confidently through hands on learning experiences that encourage their investigative skills. The children are given the space to develop their own ideas and interests enabling them to build on their knowledge which is taken into account when planning for the individual child. Children are encouraged to use the opportunities to ask questions and build on what they already know.

The practitioners are particularly skilled in building relationships with the children, playing and talking with them, responding and encouraging them to share their ideas. We provide a range of activities such as junk modelling, painting, sharing books and singing to maximise their learning potential. The practitioners encourage the children to plan and initiate their own play in the older group selecting their own resources whilst the practitioner steps back to observe how the idea develops but interacting occasionally to extend the child's learning.

In the first 6 wks of a child being with us, the practitioner takes steps to find out what interests the child, what they know and can do. This information is gleaned through our partnership with the child's parents and talking to the child. Practitioners observe the children as they play and use these to monitor the children's progress and to plan for the next step in their learning. The practitioner's observations provide useful evidence that the children are progressing and becoming more independent. During the next half term we will document each child's development onto a Progress overview to establish whether any particular group or individual is performing better or lower than others. This will enable practitioners to provide additional support or extension activities where appropriate.

Achievements can be seen from looking at the child's learning journey, which contains observations and progress of their learning and these are celebrated through the reward of stickers, a leaf on our achievement tree, a child's picture on the wall and for the older children a graduation ceremony in July before they go to school.

The extent to which children feel safe

Before the children arrive for the day, we do a complete check of the setting to ensure there are no problems.

Security

On arrival at the nursery, parents must ring a video phone that is answered by a practitioner to gain entry to the building. They then come up to the first floor and ring a further bell which is also answered by a practitioner to drop their child off. The practitioners are aware of the security of the children and ensure that there is no unauthorised access to the children. There are clear procedures in place to ensure children are only collected by authorised people for example, named people and passwords are set on the child's enrolment form. We have recently tightened our security procedures by issuing all practitioners, students and visitors with an ID badge. The opportunity will be taken to teach the children about strangers. Visitors are never left alone with the children.

Safe environment/Practices

The nursery is organised to create a child-friendly environment which supports the children's curiosity and explore new things. There is an appropriate ratio of adults to children present, and the practitioners are deployed appropriately to ensure that the children are well supervised. The practitioners are aware of their responsibilities to keep children safe and potential risks to children's safety through a detailed Health and Safety policy and risk assessments. There is a designated person responsible for Health and Safety and for carrying out risk assessments. These are carried out and reviewed on a regular basis and action is taken to reduce the risks such as socket covers and safety gates. We have all of our electrical equipment PAT tested on a yearly basis.

Children learn about staying safe outside the nursery throughout the year. We have had visits in the last year from a policeman and fireman talking to the children about safety and fire risks. The practitioners have built on these experiences through role play by providing suitable resources to enable the children to dress up and practice what they have learnt.

When the children go out on trips to the park, practitioners adhere to our Care of Children off of the premises policy. This requires practitioners to take certain items with them such as drinks for hot weather and appropriate information including parents contact numbers in case of an emergency. Parent's permission is sought for outings on the children's enrolment form. Detailed risk assessments have been carried out documenting the safest route to the park, and activities undertaken in the park. The practitioners use these opportunities to talk about road safety and how to stay safe outdoors.

Fire

The nursery has a detailed fire risk assessment. Smoke detectors are fitted along the main corridor, in the kitchen and in the welcome area. They run off the mains electricity and are serviced annually. We have fire extinguishers located at either end of the main corridor and in the kitchen. The fire extinguishers and blankets are checked regularly to ensure safety. Regular fire drills take place so that all children and practitioners know how to evacuate the nursery in an emergency.

Equipment

We use good quality toys that comply with current safety standards. Our toys are selected for the appropriate age and stage of development. The furniture is appropriate for the age group of children. The nursery equipment and resources are checked and cleaned regularly. Unsafe or broken toys being disposed of appropriately.

Safe Recruitment

The nursery has a strong Safe recruitment policy, which reflects equal opportunities. All applicants are interviewed, references are taken up and CRB checks are carried out. Practitioners are then given an induction book including all of the policies and work alongside an experienced member of staff for a time.

Safeguarding

The nursery manager is the designated Safeguarding Children Officer and has been trained to ensure that safeguarding concerns are dealt with promptly, sensitively and appropriately. The practitioners have all received an induction book containing all of the nursery's policies including the Safeguarding Children Policy. The practitioners then receive internal training in the correct procedures they should follow should they have a concern about a child. They understand the nursery's safeguarding children policy which contains the booklet 'what to do if you're worried a child is being abused'. It contains the procedures for reporting abuse and the named person responsible for safeguarding children. Through their training, practitioners are aware of the signs and symptoms of possible abuse and know the procedures for reporting their concerns.

Behaviour

We encourage the children to behave in ways that are safe for themselves and others by giving clear and consistent messages, which we share with parents/carers. We help the children to stay safe by providing consistent behaviour management and giving them time to talk, listen and explore boundaries in a safe way. The practitioners model

positive behaviour through encouraging sharing and turn taking.

The extent to which children adopt healthy lifestyles

Accident and incident policy

If a child has an accident before they come to nursery, the parent will be asked to fill in a Pre-Nursery Injury form. This form includes an outline of a body where parents can identify with a cross where the child is hurt.

Should a child have an accident at nursery, it will be recorded; noting the date, time, the practitioner who helped the child, what action was taken and whether first aid was administered. The collecting parent will be asked to countersign each form. If the child has received a head injury, however slight, the parent will receive a form notifying them of this. Accident reports are kept in the child's confidential file.

Many of the practitioners have a Paediatric First Aid certificate and these are identified with a red cross next to their photo on the practitioner board located in the welcome area. A qualified first aider will be available on the premises at all times.

Sickness policy

The practitioners are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection. The nursery recognises the need to reduce the possible risks of children becoming ill. We take positive actions to prevent this by keeping the nursery clean through a regular cleaning schedule. When nappies are changed, the practitioners wear disposable gloves and aprons. We provide wet wipes for all the children but parents are encouraged to bring their own in they would prefer. The changing table is wiped down after each use using sanitizer and then is wiped with a paper towel. For children using the potties and toilet these are also wiped using the sanitizer to prevent the spread of infection. Children are encouraged to wash their hands after using the toilet and before eating. Hand washing signs are displayed by the sinks to encourage this.

A strong sickness policy is in place to care for children who are ill. This is available to parents in the information book distributed on enrolment. If the child becomes ill in the nursery, the practitioners ensure they are cared for appropriately whilst waiting to be collected by their parents. Permissions are sought on the children's enrolment form to administer medicines as necessary. Records are kept which the parents have to sign if the child has been administered medicine. It is the policy of the nursery that parents must sign to give permission for medicines to be administered. Any medication is administered by a qualified practitioner and is witnessed and recorded on a medicine sheet and then countersigned by the parents. Medicines will be labelled with the child's name, have clear dosage instructions and be kept in a lockable cabinet unless otherwise stated.

Healthy Eating

Our nursery promotes children's health through a range of actions to encourage healthy eating.

Children are helped to try and enjoy food and understand why some foods are healthy and others are not. Mealtimes are an enjoyable occasion where the practitioners sit with the children and are able to encourage eating and conversation between the children. Practitioners are aware of the many learning activities that may occur throughout the day to teach the children about healthy eating such as role play, books to look at and planned activities around healthy eating such as fruit tasting.

The nursery menu is designed to include nutritious home cooked food, taking into account the 5 portions of fruit and vegetables over a day and is reviewed regularly. Copies can be found outside each of the children's rooms. Individual dietary requirements are taken into account whilst planning the menu and the practitioners are made aware of these through the dietary sheets displayed in each of the children's rooms and the kitchen. Drinking water is available from our water fountain throughout the day and juice/milk is available at the healthy eating cafe. Children are provided with their own tippee cup during the day which is identified by a name tag. After meals, flannels are provided for each child to wash their face and hands and then is washed. Children are encouraged to bring their toothbrush for use after meals but few do at the moment.

Routines

Children develop a good knowledge and understanding of personal hygiene through routines such as washing their hands, before eating, after going to the toilet and after craft activities. This is reinforced by Safe hand washing posters displayed by the sinks in the children's toilets. We have child friendly soap dispensers and paper towels are provided for drying.

Physical exercise

Children are encouraged to take part in regular physical play using our soft play area, the hall downstairs and outside play through adult led and child initiated opportunities. Children are provided with a variety of resources to encourage physical development such as an obstacle course in the ball pool, bikes in the hall, and footballs at the park.

Opportunities are planned that encourage children to be aware of danger and what is unsafe and to give them the

confidence to take risks.

The extent to which children make a positive contribution

Children's sense of belonging to the nursery is visible throughout and reinforced throughout the day. On entry children self register using a name card system and demonstrate good levels of security by separating confidently from parents and carers. Children are greeted every morning by one of the practitioners and quickly and confidently select activities to play with. Children engage confidently with all practitioners and often seek them out to engage in their play and learning. Children respect the routines of the setting and engage in all activities and experiences. Children play and learn together sharing resources and negotiating during child-initiated play experiences including role play and imaginative play. Children also work well in whole group situations and are encouraged to work co-operatively throughout the day. Diversity is respected and the "All about me" section of each child's learning journey enables practitioners to ensure that children learn to respect and value each other's cultural and religious practices.

Celebrations of achievements, birthdays and other events such as new additions to families take place regularly.

Children are encouraged to be kind and thoughtful towards each other through the encouragement of sharing and taking turns. The practitioners model positive behaviour which is quite often copied by the children. Children are encouraged to be kind, considerate and thoughtful to each other.

Children are given the opportunity to choose for themselves whenever possible, and so encourages their sense of independence. Choices available include which activities are undertaken, what to eat/drink at snack time and which toys they would like to play with. In the first few days of a child being in the setting, the practitioners support the children to make their own choices by showing them the choices available.

Children's access to resources reflects the diversity of our setting and helps them to learn about children from other backgrounds. Through play, children talk with each other about their families and family culture and traditions. The practitioners use topics such as 'All about me' to get to know children and their families. Children are given the opportunity to experience other religious and cultural experiences and are encouraged to value differences. The nursery promotes diversity through the displays, resources and attitudes that are encouraged by the practitioners. The nursery has a strong equal opportunities policy that all the practitioners are aware of. Families from other religious or cultural backgrounds are welcomed to the nursery by the practitioners who encourage positive links with home. The practitioners ensure that the individual needs of all of the children in their care are met. This sometimes involves learning familiar words in the child's language, providing suitable menus for those who require it and using photos to share with the parents about what the child has been doing that day for a family who don't speak English as their first language. At present, the nursery caters for a wide range of families from other cultures and religions and over the next term the practitioner are going through training to refresh their knowledge in supporting children from other backgrounds. The practitioners have received training in Makaton from external sources which has helped us to support those children with additional needs; it has also been very helpful for those with English as an additional language. Two of our practitioners are going to continue this training in house.

All children are able to participate fully in the activities provided because they are tailored to the individual needs of the children. The practitioners are committed to including each child and are more than willing to attend relevant training courses to support a particular child. The nursery promotes inclusion for all children through its policies and records of each child's individual needs and progress. There is a designated Special Educational Needs Co-ordinator (SENCO) which helps to ensure that each child's needs are fully met. She liaises with parents and outside agencies such as educational psychologists and Speech therapists to provide the best possible support for the child.

We take part in events which promote a sense of community. These have included 'Barnados Big Toddler', 'Children in Need' and 'Red Nose Day'. The nursery also sponsors 3 children in an orphanage in Bangalore which we plan to include the children in more.

The extent to which children develop skills for the future

We help the children to develop skills for the future by providing them with opportunities that will encourage them towards the Early Learning Goals.

Personal Social Emotional Development

We encourage children and parents to build a strong relationship with their key person. We encourage children to share how they are feeling and any special events that encourage them to feel valued. We display children's work and take photos of the children and place them in the learning journey which helps to encourage a sense of belonging. We talk regularly to the children about how they should behave towards each other. The nursery has a behaviour policy which the practitioners adhere to when dealing with unwanted behaviour. The practitioners actively encourage

positive behaviour, but manage unwanted behaviour in a way that is appropriate to the child's age and stage of development. The children are given clear boundaries that they understand such as, not running down the corridor.

Communication Language and Literacy Development

We encourage children's communication, language and literacy skills through activities such as show and tell times, ring games, singing and names/photos on their pegs. We have focussed our staff training on Communication Language and Literacy Development (CLLD) this term because we have a few children who are under the Speech and Language Therapists (SALT) team and have English as an additional language. Our nursery environment has been designed and organised reflecting the Communication friendly spaces approach. Mark making is encouraged by providing the children with a range of writing tools such as paints, crayons, chalks etc...

Problem Solving Reasoning and Numeracy

Numeracy development is supported at every opportunity, for example during snack time the practitioners and children join together to count 'how many grapes they have at snack time' how many children are in the queue to go to the ball pool' etc.. Children are also encouraged to explore numeracy and problem solving activities in the role play area, where they have access to a telephone, cash till, money, shape sorters and scales etc... These resources offer children learning opportunities that will help them to develop useful skills for the future such as handling money. We encourage other PSRN skills through jigsaws, dice, tape measures, number rhymes and encouraging children's questioning skills.

Knowledge and Understanding of the World

ICT awareness is supported with the use of computers with basic programmes such as counting, matching and shape games. ICT toys are also provided that involve lifting flaps, sliding and turning knobs to make something move or pop up. Practitioners help children by encouraging exploration skills and inquisitiveness, by stimulating thinking, problem solving, predicting outcomes and helping children to achieve their goals. Practitioners encourage children to reflect on their play by talking with them. Children's personal and social skills are an important part of their independence on our setting. These skills are promoted through sharing, interaction, group experiences, turn taking games and working together. We also encourage independence and self-care through activities such as putting on our own shoes and selecting an apron.

Physical Development

Children's physical development is good and children make excellent progress towards their early learning goals. There are daily opportunities for children to engage in play which challenges their fine and gross motor development and to consider healthy lifestyle choices. We encourage children's physical development across the nursery by providing a range of activities such as putting toys just out of reach when learning to crawl, dancing to music with scarves and homemade assault courses in the soft play room. Children physical needs are encouraged until they are independent such as washing hands after having their nappy changed to potty training and then taking themselves off to the toilet and washing their hands.

Creative development

Children are encouraged to explore all types of creative play such as jelly, cornflour and shaving foam. We plan a range of activities that encourage sensory exploration such as light and dark, sounds, tasting different kinds of fruit and playing with paint.

Leadership & Management

The effectiveness of leadership and management in embedding ambition and driving improvement

The nursery was started in August 1996 by King's church who owns the Schofield Centre. It was part of an ongoing vision to partner with the Local Authority to meet needs in the Charnwood Community. Our aim is to support families in the important task of raising their pre-school children. Our goal is "helping little people develop and grow". We are committed to providing a family atmosphere with consistent professional standards.

We want to build on the good practices of care given at home to provide stability and continuity for children. We understand that each family is unique and so will encourage families to share with us their child's needs and interests, how they learn and the things that are important to them for their continued education and care in the nursery environment.

The continuous improvement of Small World Nursery lies at the heart of everything we do. We believe that the children deserve the best possible start in life and we work as a staff team to ensure that they get this. We have a passion to see the children blossom to their full potential and work hard with the child's parents/carers to see this happen. This view is shared by the management board, the nursery managers and the practitioners at the nursery and is reinforced during regular management and team meetings.

Our commitment to providing quality childcare and education is embedded in everything we do and is conveyed to the

parents through our conversation, our communication with the parents and our Parents Information Booklet that is given to the parents on enrolment. We reinforce this message by regularly inviting parents to participate in activities and providing opportunities both verbally and via our newsletters and notice board and by asking them to provide feedback.

We are constantly seeking ideas for improvement and take every opportunity to engage with parents to seek their views about we could improve. A parental questionnaire is distributed twice a year and the results are analysed with the parent's recommendations taken seriously and often added to the nursery's development plan.

Practitioners are regularly encouraged to extend internal and external training using the Training Opportunity manual distributed by Leicestershire County Council.

The effectiveness with which your setting deploys resources

Human Resources

All of the practitioners employed are qualified to level 3 at present; however we have employed level 2 staff in the past and worked with them to gain their level 3. The staffing is organised to draw on the individual staff's strengths and experience. Practitioners are able to voice their preference in terms of age group but the manager makes the decision. We have a mix of hours that practitioners work, some on a full time basis (40 hrs), whilst others work between 25-30hrs per week on a job share basis. We have recently appointed an apprentice to work alongside two experienced practitioners in our baby room. Over the years the nursery has encouraged students to come and work alongside us. At present, we have two completing their NVQ 2's and several that come from the local school s through their Community Action groups. In the past we have accepted two partially sighted students from the RNIB college to enable them to gain some experience in a nursery.

Physical Resources

The toys and resources are provided have been selected for the age and stage of development. However, resources are shared across the rooms if they are for a specific child/purpose. The safety of the children is our top priority and supervision is in place whilst using resources with the younger children. The toys are changed on a regular basis to maintain the children's interest and provoke further exploration. An audit of toys/resources is carried out on a regular basis by the head of the rooms identifying areas for improvement. These areas will be taken into account when purchasing new resources.

The nursery environment is under continuous improvement (budget allowing). In Summer 2010, the nursery was decorated, the carpets cleaned and new lino put down in the children's toilets. We have also looked at implementing the communication friendly spaces initiative in our setting.

Sustainability

The management board and managers are committed to the sustainability of the nursery and the managers maintain adequate cash flow by ensuring that invoices are regularly issued with fees and funding collected and banked. A fees policy is in place and is communicated to parents via the Nursery Prospectus and the Parents Information Book. This contains details about late payments and unpaid fees. The nursery has a website which offers prospective parents the opportunity to see photos of the rooms, our prices and how they enrol their child. The nursery has a budget that runs April-April and is overseen by an accountant. The nursery is well established within the community and most parents know of us through word of mouth. However we do have an advertising stream in the budget should we need to advertise vacancies. Practitioners are on minimum contracts and are well aware that their hours are subject to the number of children on roll and accept that during quiet periods their hours may be reduced accordingly.

The effectiveness with which the setting promotes equality and diversity

The nursery is based in the first floor of the Schofield Centre and although the nursery is accessed via and lift/stairs during a fire the lift can't be used- this would exclude anyone who needed wheelchair access. In 2009, we were awarded money from Leicestershire County Council as part of their Capital Monies scheme for which we re-designed our nappy changing area to include a disabled toilet and an electric nappy bench which can be lowered for less mobile children.

Children have free access to resources and equipment. Our furniture, equipment and visual images are suitable for children and whenever possible positioned at their height. Most of the resources are stored in drawers at the children's height and are labelled with a photograph or word of what is inside the drawer. The resources and toys are easily accessible and in reach for all the children. The learning environment, shared (ball pool) environment is accessible to all children including disabilities (nappy change).

An overview of the nursery's policies are included in parent information book and full policies on display for parents to access and read, also in office for staff. All updated on a regular basis. We encourage parents to read through the parents information and if they have any questions/comments to please come and see us. The parent's handbook is currently in English so we need to look at avenues for translation. These policies and practices are reviewed regularly.

Practitioners have high expectations of all children and ensure that they feel included, secure and valued and are not disadvantaged because of their ethnicity, culture or religion, home language, family background, special educational need, gender or ability.

During the enrolment process parents/carers meet with one of the practitioners to discuss the needs of each child. Our enrolment form contains a great deal of information about each child, which is used to support the child's initial sessions of attendance. Ongoing informal and formal communication takes place between the nursery and the parents and is used to support each child.

Practitioners at the setting work hard to ensure equal opportunities for all the users of the setting. Background information for each child is obtained via the "All about me" section of each child's learning journey and information provided by parents. This information enables practitioners to meet the diverse needs of all the children attending the setting and their families. A good range of resources including dual-language books, dressing up clothes, DVDs and miniature world play resources supports inclusive practices. The setting has a strong inclusive admissions policy and equality and diversity policy which show our awareness of every child's entitlements.

At present we have 21 children from different backgrounds, 16 of whom English is a second language. At present the nursery serves families that speak 12 different languages. We support one child in the toddler room who has SEN and six in the big room who are under the SALT team. The setting/ practitioners are experienced in working with and supporting families and children with little or no English. We work closely with the parents to ensure that every child's needs are met and meet regularly with other professionals to ensure the children get the best possible start in life. Children whose first language is not spoken by our staff are supported with the involvement of their parents/carers e.g. providing us with key words for toileting, food and drink.

We endeavour to show respectful awareness of all the major events in the lives of the children and the families in the pre-school, and in our society as a whole, and to welcome the diversity of backgrounds from which they come. In order to achieve this we acknowledge festivals which are celebrated in our area and/or by the families involved in the pre-school. Without indoctrination in any specific faith, children are made aware of the festivals which are being celebrated by their own families or others, and are introduced (at a developmentally appropriate level) to the stories behind the festivals. Children and families who celebrate at home festivals with which the rest of the pre-school is not familiar are invited to share their festivals with the rest of the group. Children are encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

The setting places the promotion of equal opportunities at the heart of all of its practice and its aspirations are understood and acted upon consistently at all levels. The setting effectively and actively promotes equality and diversity and tackles unfair discrimination.

Practitioner observations quickly identify children who need additional support and are highly successful in taking action to close identified gaps in children's achievements. Where additional support is needed practitioners work with parents and other agencies to ensure that no child is disadvantaged. Practitioners have experience of working with speech and language programmes, occupational and physiotherapy programmes and signing such as Makaton. The setting SENCO has considerable SEN experience.

Planning for individual children is based on the child's interest and next step for development which is identified in their learning journey. A broad theme may be followed which takes into account the children's interests and is tailored to a group of children dependent of age and ability. We need to a review our planning process taking into account the different ways that boys learn to girls. We have an increased number of children with English as an additional language that are reflected in the progress overviews, the manager is due to meet with the key-person to discuss an individual plan for those children to support them in their learning.

We communicate with parents on a daily basis through verbal conversations and the children's travel books about the

child's care but we need to review how we communicate daily learning apart from through the learning journeys. Parents are encouraged to chat informally on a daily basis about their child's day and their learning to encourage the learning to be supported from home as well as nursery.

Over the spring term 2010, we had several visits from the Shree Ram Krishna centre in Loughborough who ran an outreach programme teaching children and practitioners about a variety of different religious festivals such as Eid and Diwali. The brought in resources that reflected those cultures and encouraged the children to participate in food tasting and creative activities such as making eid cards and diwali candles.

With the emphasis in Autumn 2010 on communication, language and literacy, we have held several training sessions about supporting children with English as an additional language.

The practitioners have completed an equality and diversity audit for each of their rooms following several training sessions that were held over the last two months. We have identified areas for improvement and have updated our inclusion policy accordingly.

The effectiveness of safeguarding

The continual use of rigorous systems to self-evaluate the provision, including working with staff, parents, children and the local authority, enables the management to build on the existing excellent practice. The safeguarding of children is systematically promoted due to the high professionalism of the management and staff. They have an excellent understanding of the indicators of child abuse and neglect and are very confident to initiate the appropriate procedures. Staff are meticulous in carrying out detailed risk assessments of the premises, resources and also for outings. Therefore, children's safety is significantly protected.

How we ensure children's safety?

The main building entrance has a security door and cameras to ensure safety for children. A lift or stairs can be used to access the first floor where a second security door operated by staff opens into the nursery. Visitors are asked to sign in and wait in the foyer for a nursery manager. Parents and Carers bringing or collecting children should go to their child's area and see their child's key person or room leader.

staff recruitment/induction/cpd

The nursery has a very strong safe recruitment policy. Vacancies are advertised stipulating a CRB will be required and qualifications/references will be checked. Applications are distributed alongside a job description asking for documentation relating to their identity such as qualifications and referees. Staff will be short-listed for interview and an interview will take place. A conditional job offer will be made on the basis that all checks come back clear i.e. Criminal Records Bureau (CRB) check and references. CRB's are renewed every 3 years. During induction, practitioners will be given an induction pack with all of the nursery policies and procedures such as the Health and Safety Policy and Safeguarding Children. Practitioners must then sign to say that they understood and will abide to those policies. Staff training is accessed twice a month internally and externally as courses become available, these will cover procedures such as safeguarding children, equality and diversity.

Please see staffing policies for further details.

Collection by unknown persons

A child may only be collected by people who have been named by the person who has parental responsibility for the child. On the nursery enrolment form there is a section marked people authorised to collect the child. If a person arrives to collect the child that is not on the list and the parent has not informed us that someone else is collecting them, then they will not be allowed to leave the nursery without first seeking parent's permission. If parent's permission cannot be received then the child will not be allowed to leave.

Please see Arrival and Departure Policy for more information.

Safeguarding Children

Staffing ratios are in keeping with legal welfare requirements and appropriate for each age range to ensure quality provision. All practitioners and domestic staff are CRB checked and must provide references before recruitment. The nursery has clear policies, strategies and procedures to ensure safeguarding and the welfare of children. Managers and Practitioners have up to date knowledge and training about safeguarding children and will work alongside parents/carers to safeguard children. We are in the process of implementing report sheets that are completed by the child's key person prior to the core group/case conference that can then be passed on to the child's social worker. Please see 'Safeguarding Children Policy' for more information.

Health and Safety

The Premises (including trips to the town and Park) have had risk assessments made and measures have been put in

place to ensure safety of all kinds including what to do in the event of fire or accident and how to ensure infection control. Practitioners have updated First Aid certificates and have completed Health and Safety Training. Children are encouraged to keep themselves safe by abiding to the nursery's rules i.e. no running down the corridor
A full copy of our Health and Safety Policy can be found in the nursery office.

Fire Safety

A full fire risk assessment has been carried out and there are regular fire drills. The nursery has two fire exits which are located at either end of the nursery with both exits leading onto the main street. There are fire blankets, extinguishers and alarms located on the nursery floor. These are all checked annually by an external specialist company.
Please see the full fire risk assessment for further details.

Safety Outdoors

When we take children out into the community to pursue learning outdoors we ensure their safety by keeping to the following adult/child ratios:

- Babies and Toddlers: 1:3
- Pre-school children: 1:4

Two adults are always present, one being a qualified practitioner.

Pushchairs and wrist straps are used to ensure road safety in visits to town and the park.

Please see our outing policy for more information.

First Aid and Accidents

If the child has an accident before they come to nursery, the parents will be asked to fill in a Pre-Nursery Injury form. Should a child have an accident at nursery, it will be recorded; noting the date, time, the practitioner who helped the child, what action was taken and whether first aid was administered. The parent will be asked to countersign every form. If the child has received a head injury, however slight, the nursery will provide the parents with a head injury form notifying them of this on collection. Accident reports are kept in the child's confidential file.

Practitioners with a Paediatric First Aid certificate can be identified with a red cross on their staff photo by the front door and a member of staff will be available on the premises at all times.

What happens when a child is ill?

If a child becomes ill at nursery, the nursery will make every effort to contact the child's parents immediately using the emergency contact numbers from the child's enrolment form.

In an emergency, the nursery reserves the right to remove the child to hospital & give permission for emergency treatment to be administered. Permission for this is sought on the enrolment form.

If a child is ill and not attending nursery.

If a child has an infectious disease, confirmed by the doctor, the nursery must be notified immediately so that, if necessary, other parents can be informed. Any child suffering from the following: sickness and diarrhoea, a doubtful rash or fever (101°F (38°C)) should be kept at home for at least 48 hours since the last symptoms have occurred.

All nursery policies are monitored and evaluated on a regular basis to ensure good practice.

The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement

Since opening in 1996, the nursery has continually self-evaluated its provision and embraced "best practice". We meet regularly as managers and practitioners to review and develop all aspects of nursery life. We listen to what the children have to say and welcome parental input, through ongoing informal conversation or more formally through regular questionnaires.

We are registered with Ofsted who monitor standards of education and care. We have had consistently good reports with some "outstanding" areas. The latest inspection report is displayed in the entrance foyer. Information about Ofsted is displayed on the Parents' Notice Board in the main corridor.

The nursery is reviewed by Leicestershire's Early Learning and Childcare Service and recognised by them as a lead setting demonstrating outstanding educational practice.

Investors in people have awarded us their status commending us as good employers who provide ongoing practitioner training and a high level of customer care. At our latest review, in April 2008, the assessor commented on our "inspirational" staff team.

The Nursery managers welcome accountability and meet regularly with both Trustees and our advisory Management Board to ensure a quality, sustainable service for children and their families.

The nursery carries out annual appraisals with the practitioners identifying areas of strength and areas for development. Practitioners are able to identify areas of training that they are interested in attending. This is then used to produce a training plan for the practitioners that seek support from another member of staff or looking for training opportunities in the area of interest. Practitioners are encouraged to attend regular training meetings which are often

sourced through the Leicestershire Training Manual that is distributed termly. Practitioners are then required to audit our practice if necessary and cascade this training to others so we can improve our practice. Unfortunately, many external training courses have been cancelled so as a nursery we are auditing our practice and researching new Government initiatives to improve our practice.

The nursery uses the Ofsted SEF form to review its practice alongside the Quality review and Ofsted Inspection reports to implement change. These are then fed into the nursery's development plan which is completed every term.

The nursery values the input/recommendations it receives from Ofsted and Leicestershire County Council during our inspections and adds these to our annual development plan for improvement.

In our last inspection, we received an outstanding grade. We were encouraged to look at two areas that we could improve for the future

- continue to develop systems to evaluate planned experiences to indicate how these can be extended or adapted for future planning for younger children. Since our last inspection we have spent several training sessions looking at the planning for our younger children and hope that we have successfully managed this for the future.

- continue to review the safety of equipment used at the local park. This is with regard to the sand pit. Since the last inspection we have updated our risk assessment of the use of the park and have created one solely for the use of the sand pit.

The effectiveness of partnerships

Partnerships with others are greatly valued as we recognise the benefits of working in a supportive environment for the benefit of the practitioners and children.

With Parents

The setting is dedicated to developing excellent working relationships with parents. Very comprehensive written information and business agreements help to ensure that new parents have a very clear understanding of arrangements for their child's care. This is further enhanced through regular, detailed newsletters and a wealth of information displayed on notice boards within the nursery. Excellent systems are in place to encourage parents to share their own observations of children's interests and abilities which enable the staff to recognise the uniqueness of each child. Parents have access at all times to their child's developmental folders, which contain photographs and samples of children's achievements which are extremely well annotated with links to all aspects of learning and development. As a result all parties have an excellent shared understanding of children's progress and the next steps in their learning and development. We have been working hard to encourage more parents to communicate their child's interests through their travel books and attend parent's evenings.

With other settings

The nursery currently only has one child who attends another setting and we currently use their travel book to ensure progression and continuity of learning and care but this relies on the parents taking their travel book to the other setting. This area needs evaluating to see if our practice can be improved.

With other professionals

Excellent partnership working between other childcare settings and specialists support, such as speech therapists and the area inclusion team, means that children with learning difficulties and/or disabilities are quickly identified and supported. The partnership and sharing of information across the different settings and the local schools plays a substantial part in ensuring that children receive consistent provision and their transition between settings is made easier. The management and staff are innovative in ensuring that all children are fully included, for example, activities to engage boys in writing are efficiently planned and stimulating, ensuring they are engaged. Children who speak different languages feel valued and flourish in both their own language and English. Children with Special Educational needs are identified early and the nursery works alongside these external agencies such as the Portage team, Speech and Language team and educational psychologists to ensure the child gets the support he/she needs.

We have four children under Child protection plans at present and this involves attending core group meetings every 6 wks and case conferences every 3-6months. We actively work alongside Social Workers, Health Visitors and any professional involved keeping evidence about the child's well-being and development and presenting this at these meetings.

We facilitate these partnerships by encouraging the professionals to observe the children within the nursery and by offering a room in the Schofield Centre for IEP meetings and Core groups.

With Schools

The setting has been working hard with local primary schools to ensure smooth transitions for the children between nursery and school

The effectiveness of the setting's engagement with parents and carers

Small world Nursery has an equality of opportunity policy for admissions. It seeks to ensure that all children have access to a broad and balanced curriculum, with a full range of learning experiences; we will see that no child is disadvantaged because of family background, disability, culture or special educational needs.

All prospective parents/cares are given a prospectus, a breakdown of the nursery fees and an enrolment form in order to brief them about the nursery.

The nursery strives to have a good relationship with its parents and carers by being honest, open friendly and professional. This helps the children to feel secure in the nursery environment. Parents are provided with clear information about the nursery and their child's progress through the prospectus, parent's information booklet, regular newsletters, travel books, learning journeys, displays etc... On enrolment, parents complete an enrolment form, all about me book and an interest sheet which is used to help the children settle into the nursery.

We provide parents with an Information booklet when they enrol their child and we ask that they complete an interest sheet providing us with plenty of information about their child. We encourage parents to share any special events with us via their child's travel book, e.g. the birth of a new baby or moving house so that we can provide additional support to the child and the family through these transition periods.

The nursery keeps parents informed of their child's progress through their travel books and learning journey's which parents are free to look at and contribute to whenever they wish. When a child enrolls at the nursery we collect a range of information about the child such as the child's interests, likes and dislikes and any other key information that parents wish to share with us.

The parents are informed of the nursery's open door policy and are encouraged to come into the setting at anytime.

We seek to identify individual children's needs through our partnership with parents. If during the first few weeks at nursery, we feel that a child may have additional needs, we will work with the parents to promote the child's care and education. We will follow the Special Needs Code of Practice as outlined by the DFES.

Parents are invited to stay with their child until they have settled into the nursery and they are encouraged to ring as frequently as they like to find out about their child whilst they are with us.

We work hard to ensure that parents understand the importance of play and the principles which underpin the Early Years Foundation Stage. We have recently introduced an information board for parents about 'How they can support their child through the Early Years Foundation Stage'. This includes an overview leaflet about the EYFS; its Child's Play leaflet provided by the government and are in the process of developing booklets containing ideas about how they can support their child at home through the six areas of learning.

A key person system is in place which enables parents to share information when their child starts at the nursery and whom they can build up confidence to talk to on a daily basis about their child's individual needs and interests.

The effectiveness of leadership and management in the Early Years Foundation Stage

ECAT training with practitioners

Equality and diversity audit, training and new policy

Review our planning processes to ensure we are being inclusive of boys and girls.

We need to continue to work on our planning in the baby room.

Our toddler room role play area needs to change on a more regular basis to reflect children's interests.

Policies need to be reviewed to ensure that our practice reflects our policies.

Review our risk assessments

Setting up discussion group of parents that can help to contribute to nursery policies and practice and in future the updating of the SEF

The capacity of the provision to maintain continuous improvement

We are constantly aware of the importance of the Every Child Matters Outcomes and seek to reflect this in all we do. We have updated our display in the foyer to show parent's ways in which we promote the five outcomes.

The practitioners have all been involved in contributing to the completion of the SEF form. In the future our intention is to include parents and volunteers through open evenings to get their contribution.

Our nursery is committed to the continual professional development of our practitioners and we encourage all of our practitioners to highlight any areas of practice that they would like to improve or are interested in. Most of our training

is taken from the Leicestershire County Council training guide which we encourage them to book themselves on any relevant courses, we then give them time to cascade the training to other practitioners. Our EYP is attending CLLD and ECAT training over this term and we are looking to implement any new ideas that are brought back from this. The manager is starting her BA in Education and EYPS in Jan.

We are constantly improving our relationships and communication with parents/carers. We have introduced an EYFS display for parents with accompanying booklets on how they can support their child with the 6 areas of learning at home. We held a parents evening in October and the feedback from parents has been extremely positive. In response to the parent's questionnaires we have looked into the cost of providing organic food for the children and revamping the travel books.

How well does the setting meet the needs of children in the Early Years Foundation Stage?

Practitioners at the nursery work consistently hard to improve the quality of the education and care provided by the setting. Practitioners work within the framework of the EYFS and acknowledge the principles of the ECM paper. Children are valued as individuals and encouraged to develop positive attitudes to learning and achievement and to maximise their potential.

Inbuilt within our practice are systems for reflection as individuals, as a team and as a whole setting and our practice ethos is one of continuous improvement.