



## **Small Wonders Day Nursery And Out Of School Club**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY269478
<b>Inspection date</b>	14 July 2005
<b>Inspector</b>	Mark Evans

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<b>Registered person</b>	Small Wonders Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Small Wonders Day Nursery and Out of School Club is privately owned and opened in May 2004. It operates from a purpose built two storey building in the town of Oundle in East Northamptonshire. A maximum of 65 children may attend the nursery at any one time and a maximum of 40 children may attend the out of school club at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round except for Bank Holidays. All children share access to an enclosed outdoor play area.

There are currently 140 children aged from 3 months to 8 years on roll. Of these 29 receive funding for nursery education. Children come from the town and surrounding area and attend on a full time or part time basis. There are no funded children currently attending with special educational needs or with English as an additional language.

The nursery employs 23 staff. Eleven of the childcare staff hold appropriate early years qualifications. Four staff are working towards a qualification. The setting is a member of the Pre-school Learning alliance and the National Day Nursery Association and is accredited to the Quality Counts assurance scheme, level two.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good personal hygiene through well-planned daily routines, for example, washing their hands after toileting, which helps them to be increasingly independent in their personal care. Excellent procedures such as staff consistently wearing disposable gloves and aprons for nappy changing sustain high levels of hygiene and help to prevent the spread of infection. Children's welfare is safeguarded because staff have up-to-date first aid knowledge in the event of any incidents and appropriate procedures are in place if children are unwell.

Children benefit from a healthy diet. They enjoy varied, well presented and nutritious meals and snacks, which have no added salt and limited use of sugar. They have foods that meet with their dietary requirements to ensure that they remain healthy. This includes excellent arrangements for weaning babies and awareness of parents' wishes. Younger children are regularly offered drinks and older children can access water throughout the day.

Staff use Birth to three matters guidance to provide a good range of physical play experiences for babies and children to the age of three. All are able to rest and be active according to their needs. Older children enjoy regular vigorous physical play and are gaining awareness of the importance of being healthy and changes to their bodies when active. They enjoy adult led physical activities that provide interest and challenge.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children experience a well presented, light and airy environment that is in excellent condition, which gives them warm and comfortable accommodation areas for their care and play. Children's risk of accidental injury is minimised in the well-designed setting that has good safety precautions. Their safety on outings is assessed prior to the visit to reduce potential risks and to identify any necessary procedures. Practitioners help to keep children safe in the nursery because they have awareness of health and safety requirements.

Children use a wide range of safe, good quality, developmentally appropriate resources. These are well-organised in child height storage units to encourage independent access. Children have understanding of safe practices, for example, staff encourage them to tidy toys and equipment. This helps children to take responsibility for keeping themselves and others safe.

Children's welfare is well protected. The setting has written procedures; practitioners have good knowledge of child protection issues and procedures and this is supported by relevant training.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the nursery. However, there are some differences between the quality of experiences offered to children under three and those provided for older children.

Babies receive cuddles and supportive contact and have good relationships with practitioners, which increases their sense of security and well-being. They benefit from routines that are consistent with their needs at home. They enjoy sensory type play and experiences, such as differing textured materials and sounds and colours of sensory toys which they explore with interest. Babies develop early communication skills as they interact with staff who respond to their sounds during play. Children between the age of one and three are confident in their relationships with practitioners. They begin to play happily with each other and with adults, enjoying using natural materials, puzzles, role play and outdoor equipment, suitable to their age and stage of development. Practitioners' effective use of Birth to three Matters framework helps children to achieve well. They have a good understanding of the range of experiences and activities that enable babies and young children to make use of their senses and creative abilities. Musical activities, including singing contribute to children's developing communication skills.

Overall, the quality of teaching and learning is satisfactory. Children make satisfactory progress towards the early learning goals, however, this is not fully effective because not all practitioners have secure knowledge of the Curriculum Guidance for the foundation stage and planning does not fully take account of their level of development and their next steps to progress. There are a good range of resources, which supports children's learning across all areas. Children generally show good levels of concentration and involvement in activities. They interact co-operatively within groups, share and take turns. Children's behaviour and consideration of others is good. They are developing independence, for example, with toileting, although there are some missed opportunities at snack and meal times. Children select and use books appropriately and enjoy stories. They are able to use language effectively, for example, expressing and negotiating imaginative ideas within role play. Children can recognise their name and are starting to associate meaning to print. They have opportunities for mark making, to attempt writing and form recognisable letters. Children are gaining ability with numbers and follow simple patterns. They are using simple mathematical language and have knowledge of

space, shapes and measurement. However, practitioners do not regularly use opportunities within play and routine activities for children to consolidate their mathematical development. Children have developing ability to use information technology, including programmable toys and computers, which supports their learning in other areas. They select materials to design, join, shape. Children have a sense of place within their local community and are developing some awareness of other people, for example, with local outings and visits by agencies such as the Fire Department and Police. Children study living things and patterns of change. There are a variety of resources, which help children to develop physically. Children use different tools with good control to make changes to materials and to scribe, form and construct. They engage in healthy practices, including good hygiene routines, healthy eating and physical exercise. Children are able to move confidently around each other, showing good balance and spatial awareness. They enjoy singing, they can recall familiar songs and associated actions. They experience different types of music and use musical instruments effectively. Children are aware of changes to colours and they can explore and use this through a variety of mediums. They use a variety of role-play settings to enact their imagined experiences and they also express their imagination with activities and resources which include painting, modelling, water and drawing.

### **Helping children make a positive contribution**

The provision is good.

Children are made welcome and are respected as individuals; they select from the resources and play materials and make independent choices in their play. Children engage in some activities that develop their awareness of people from the wider community, such as celebrating Diwali and the Chinese New Year. However, children's developing attitude to others is restricted by limited resources that represent positive images of diversity. They learn about the more immediate community through local outings and visits by other agencies such as the Police and the Fire Department. Children are very well behaved and polite in response to practitioners and have good awareness of their expectations. They take turns and show concern for others. This positive approach helps children's attitudes to others and fosters their spiritual, moral, social and cultural development.

Children with special needs integrate well because effective procedures are in place with appropriate activities and individual plans provided to ensure that children participate at their level with appropriate challenge. Good staffing levels enable children with special needs to gain most benefit from their time at the setting.

Partnership with parents is good. Children benefit from the positive relationships that practitioners have with the parents. Babies settle well because practitioners work closely with parents to ensure that they follow their home routines. Very effective methods of daily communication strengthens links between home and the nursery and gives children excellent levels of continuity of care. Children benefit from practitioners and parents sharing important information on their progress and the activity programme which encourages parents to support their children's learning at home and to be involved in the curriculum. The parents' forum provides very good

opportunities to influence practice within the provision and fully contribute to the service their child will receive.

## **Organisation**

The organisation is good.

Children benefit from the effective organisation of space and resources and these enable children to make some choices and develop their ideas as they play. The rooms are very well laid out to maximise play opportunities for the children. Practitioners are effectively deployed and children have some individual attention which supports and extends their learning. Induction training and appropriate policies and procedures work in practice to keep children healthy and safeguard their welfare.

Leadership and management is satisfactory. The management and staff work well with the parent forum for the continued improvement to the quality of care for the children. The organisation for the range and quality of activities for children is supported by senior managers and relevant agencies. However, children over three experience some limitations to their educational programme as planning does not fully take account of their level of development and their next steps to progress. Although many practitioners have appropriate qualifications or are working towards qualification, some do not have sufficient knowledge of the Curriculum Guidance for the foundation stage, which results in some missed opportunities for children's learning. The setting has implemented the Birth to three matters framework, which gives children under three years experience of a strong programme of activities and experiences, with planning linked to their stages of development. Overall, the setting meets the needs of the children who attend.

## **Improvements since the last inspection**

The last Children Act inspection recommended that the nursery should improve medication records. Documentation for medicines administered is signed and dated to ensure that consistent information is recorded and shared with parents. This means that children receive correct medication and keep healthy.

## **Complaints since the last inspection**

Since April 2004, there has been one complaint relating to standard 6: Safety and Standard 12: Partnership with Parents. The concerns raised related to inadequate supervision of children in the outdoor play area and staff not maintaining confidentiality. Ofsted carried out an unannounced investigation and found that the setting continues to meet with the national standards. The registered person remains qualified to provide day care.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the range of resources and activities that promote equality of opportunity and anti-discriminatory practice

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop planning and assessment to identify children's individual stages of development and use this information to plan their curriculum
- improve practitioner's knowledge of the Curriculum Guidance for the foundation stage and their awareness of learning intentions and involve them more fully in the planning of the curriculum
- increase opportunities for children consolidate their mathematical development.

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