

Little Wonders Nursery

Inspection report for early years provision

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Inspector Denise Sixsmith

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Type of setting Childcare on non-domestic premises

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Introduction

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

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Description of the setting

Little Wonders Nursery opened under its current registration in 2006 and is operated by an organisation which is run by a charitable committee. It is based within converted premises, situated within walking distance from the town centre of Preston, Lancashire. The nursery operates from 8.50am to 11.50am and 12.30pm to 3pm each weekday, term time only. Children are cared for within three rooms on the ground floor of the property.

The nursery is registered on the Early Years Register. A maximum of 50 children may attend the nursery at any one time. There are currently 55 children, aged from two to under five years old on roll, all children attend on a part-time basis. The nursery has a number of children with special educational needs and/or disabilities, as well as children with English as an additional language. Children attend from the local area.

There are 11 members of staff, all of whom hold early years qualifications to at least level 2. The manager is qualified to level 4 in Children's Care Learning and Development. The nursery provides funded early years education for the three and four year olds and receives the support of the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work closely with parents and other agencies, to ensure that all children's individual care and developmental needs are fully promoted. Clear, motivated leadership and an enthusiastic and knowledgeable team of staff ensure that the nursery continues to make good improvements in outcomes for children. The effectiveness of the learning environment and how it is accessed by the children is continually reviewed and revised, to benefit individual children's needs. Similarly, systems to monitor children's learning and development are regularly revised, to ensure that children make good progress in relation to their starting points.

What steps need to be taken to improve provision further?

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

- ensure that the record of the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 23/02/2010

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

- refine the systems for the sharing of information with other practitioners, to

develop further the continuity and coherence for children who receive care from other practitioners

- update the record of risk assessment to include any assessments of risks for each outing.

The effectiveness of leadership and management of the early years provision

Clear policies, procedures and effective links with other agencies, ensure that children are safeguarded and their welfare protected. Robust recruitment, induction and training processes create an environment where children are happy and safe. Most documentation necessary for the safe management of the provision is well organised and readily available. For example, staff checks, records of attendance, fire drills, accidents and safety check lists are vigilantly kept up-to-date. Policies and procedures that are clear and shared with parents underpin the effective safeguarding of children. The majority of staff have attended child protection and safeguarding training, to enable them to undertake appropriate action, to ensure children's welfare. A good range of resources, well rotated through the balanced curriculum, enable all children to enjoy suitable activities, toys and equipment on a daily basis. Staff constantly monitor the toys and equipment, checking they are clean, safe and suitable for the children to use. The front door is secured and a visual monitoring system has been installed in the reception area, to further enhance the safety of staff and children.

A rolling programme for staff training and study, supports and promotes children's well-being and their development. Staff talk with enthusiasm about how their continuing study influences their practice and the development of the nursery provision. Staff develop close relationships with all professionals, parents and other provisions that children attend, ensuring they work together to promote continuity of care. The nursery has devised good systems for supporting all children in the nursery, including those with special educational needs and/or disabilities, as well as those with English as an additional language. Children enjoy regular opportunities to learn about different cultures and disability, through the readily available resources and activities incorporated into the curriculum. Staff have ensured all previous recommendations raised at the last inspection have been suitably completed, demonstrating the ability to continue to develop the provision provided.

A good working partnership with parents is in place. Parents spoken to are very supportive of the nursery and praise the friendly and helpful staff team. There is a very successful two-way flow of information about individual children and their continually changing care needs, both during the settling in process and through ongoing conversations. This is supported through clear general information posted in the parents corner, in the form of staff information, notices and newsletters. Children are used to seeing their key person and parents chatting in a friendly way about their care needs, consequently, they are relaxed and happy at handover times. Transitions, for the older children, moving on from nursery into their schools, are also successfully managed by staff. Development plans to enhance

links with other settings are in process. Parents are very pleased that their children are happy to attend the nursery.

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

The very pleasant, relaxed atmosphere and positive relationships at all levels are a key factor in the success of the nursery and children's learning and development. Children are confident in developing their independence, becoming enthusiastic self-motivated learners. The staff team are conversant with the Early Years Foundation Stage curriculum, incorporating this well into the daily routine. Planning includes individual children's needs, identified through regular observations. Staff know the children well, recognising the next steps for their progression. This enables them to make good progress through the early learning goals. The daily activities incorporate a good balance of adult-led and free choice opportunities for the children. The curriculum covers the six areas of learning, enabling children to achieve all round development. Good information is gathered at registration, enabling staff to build on what the child can already achieve.

The children have developed close relationships with all staff and are confident to try new things. They eagerly enter the nursery each session, separating quickly from their carer, as they select an activity. Good settling-in routines enable parents to feel confident their child is happy, safe and secure. Children enjoy developing their counting and subtraction skills, as they sing the song 'five little ducks'. They enjoy making biscuits, weighing, measuring and mixing the ingredients, before making shapes from the dough ready for baking. Children are enthralled, as they listen to the Gingerbread Man story, eagerly participating in chanting the refrain together. Regular opportunities are available for exploring paint, dough, glue, sand and water. Children enjoy creating their own masterpiece, as they paint, draw or mix coffee grounds into their paint, to find out what happens. Role play and dressing up are firm favourites with everyone, as they care for the babies or pretend to repair things. Several children can write their own name, using recognisable letters and others enjoy regular opportunities to practise their mark making skills. Staff regularly praise and encourage the children's achievements, helping them develop good self-esteem and confidence.

Children develop a clear understanding of how to keep themselves safe whilst on the premises, as staff talk about using the climbing equipment in a safe manner and the importance of keeping the nursery tidy. Children confidently discuss their health and hygiene needs with staff, which helps them to become more aware and capable in managing their own needs. They readily help themselves to tissues for their noses and then dispose of them into the bin. Drinking water is available throughout the sessions and staff are proactive in making sure that children drink regularly, to ensure they remain hydrated. Children enjoy the healthy snacks provided and are developing a good level of independence. The children effectively concentrate at play, enjoy being active and are good humoured. The children are developing their life skills, as they develop and progress towards the early learning goals. They behave well, recognising the importance of sharing and taking turns

with the equipment. Children resolve problems, as they build brick towers together or construct models.

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

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

The quality of the provision in the Early Years Foundation Stage

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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