

Small Wonders Day Care Nursery

Inspection report for early years provision

Unique reference number

EY392745

Inspection date

27/01/2010

Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

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

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

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

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Small Wonders Day Care Nursery was registered in 2009. It operates from a large converted premises in Haydock, St.Helens. Children are cared for in three main base areas, comprising eight rooms in total. Babies and toddler children are based on the ground floor and pre-school provision is on the first floor. All children share access to an enclosed outdoor area. The setting is open each weekday from 8am to 6pm and provides a range of part-time session times.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 82 children may attend the nursery at any one time. There are currently 69 children aged from birth to under five years on roll, some in part-time places. The nursery has a small number of children with special educational needs and/or disabilities. They provide extended services and take and collect children from three local schools.

There are 12 members of staff, one has early years professional status, 7 hold a level 3 qualification in early years and all other staff are qualified to level 2 and working towards level 3. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This is a newly established provision in the early stages of development. Children's welfare and their learning are suitably promoted as almost all requirements are met. However, risk assessments have not effectively identified and addressed all potential hazards to children and medication procedures are not consistently implemented. Good partnership working means that children's individual needs, including any special educational needs and/or disabilities are known and met, and transitions between settings provide consistency. Ambitious management have a clear understanding of weaknesses in the provision and what needs developing further. They have many significant plans for further improvement, some of which are already in progress. However, it is too soon for many to be realised and consequently impact on the quality of the provision for children.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).

17/02/2010

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

- improve risk assessment procedures to enable a more effective identification of potential hazards to children, and to consider the arrangements for the preparation of babies' feeds
- increase the range of resources and opportunities to allow children to explore, learn and practice mathematical ideas, find out about and use everyday technology to support their learning, and challenge their skills in balancing and climbing
- continue to develop staff's understanding of how to use the nursery's systems for using their assessments of what children can do to identify individual learning priorities, and plan relevant and motivating learning experiences for each child
- review the organisation of both bathroom facilities and mealtime arrangements to ensure the individual needs of all children in the setting are met.

The effectiveness of leadership and management of the early years provision

Clear policies and procedures ensure the safeguarding of children's welfare meets required duties. The designated officer and staff understand the procedures to follow and are clear about their responsibilities in relation to child protection. Sound recruitment procedures ensure staff are suitable to work with children, and appropriate systems are in place to ensure children's safety where those checks are not fully completed prior to employment in the setting. Detailed risk assessment procedures are in place which ensures most risks to children are identified. However, some of the systems in place have not been fully assessed to ensure their effectiveness. For example the secure access system is compromised by very slow closing doors, upstairs doors are not always securely closed and in some rooms wiring has come loose. The preparation of milk feeds and the use of a kettle and hot water in the baby room has been overlooked in the risk assessment of the provision.

A good number of staff hold first aid certificates and staff adopt many clear procedures which promote children's health. They clearly understand and meet children's medical needs, however, not all staff fully understand how to use the medicine recording system. Consequently, parents are not routinely asked for their written consent before each new course of medication, which is a breach of a specific legal requirement. Children are suitably nourished as the setting promotes generally healthy eating. Individual feeding routines, along with food preferences are respected. Children access fresh air and outdoor play on a daily basis and with the exception of a small number who are settling into the nursery, children demonstrate that they feel safe in the setting through the relationships they are developing with consistent staff.

The environment is attractively furnished and decorated, and provides a welcoming environment for children. Welcome signs and symbols in different languages, posters and toys promoting positive images of diversity, help promote a general

sense of value for all. Space within the provision is mostly effectively deployed to meet the developing needs of the children using the service. In response to their increasing numbers of children, the setting has recently begun to use its first floor pre-school rooms. However, at present, toilet facilities are only available on the ground floor. There are sufficient new and appealing resources to keep the numbers of children currently in attendance suitably occupied. Resources cover most areas of learning, although in some areas are currently limited.

Partnerships are valued and contribute to ensuring that each child's individual needs are known and met. Staff work closely with parents and other agencies to support children with special educational needs and/or disabilities. Effective communication arrangements ensure that both the start of the placement and as children leave to go on to school, information is clearly shared to work towards a seamless transition between carers. Parents are provided with useful information about the setting including an A-Z of policies and regular newsletters, which along with the sharing of daily diary sheets and access to children's learning journals when completed, keeps them well informed of children's activities, achievements and progress. Parent review sessions are already programmed to involve parents in evaluating the quality of the provision.

The highly motivated and experienced leadership team provide a clear steer for future developments. During the short time since opening the provision they have prioritised the settling of children and staff to provide secure foundations on which to build a quality provision. They continually review and reflect on the provision for children and make changes in response to staff, parents and children's feedback. They have accurately identified many of the weaknesses of the provision and plans are already in place to begin to address most.

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

Key staff have a secure understanding of the Early Years Foundation Stage. They are using their extensive knowledge to develop the skills of others who are less confident in using the available guidance materials and comprehensive recording formats to plan for individual children's learning. The quality of teaching is variable. Some lead staff are skilled in planning and providing interesting activities which capture children's interests and challenges their thinking. They clearly prioritise children's learning in their play and interactions with them. Other staff are still developing their awareness of how to promote all areas of learning in children's continuous play provision, and the range of additional experiences provided for them. Staff in each room make observations of what children can do and are beginning to use these to help children achieve the next natural steps in their development. They know the children well and so are able to promote individual learning needs, although records of children's achievements and progress are at varying stages of implementation, and the delivery of specific activities to support individual learning are not fully embedded in planning systems across the setting. As a result, overall, children make satisfactory progress.

The nursery adopts a 'guardian' approach in organising staff to take general

responsibility for individual children's care and learning, which meets basic requirements. Consistent staff involved in children's care means that they are developing the confidence to explore their environment and benefit from the caring relationships being developed. Staff encourage wanted behaviour appropriately and older children are developing a clear sense of responsibility. Through clear explanations of ground rules and expected codes of behaviour, children are learning why, for example, they should put their chairs back under the table when they leave an activity. This also helps them take responsibility for their own safety and the safety of others. Children's sense of responsibility is extended at mealtimes when the setting operates a supported self-service system. Older and more able children benefit from the ability to select amounts to eat. They carry their plates carefully. However, younger children soon become bored waiting for their turn and the frequent disruption detracts from a relaxed mealtime experience.

The learning environment is mostly well organised and promotes some independent learning. Rooms are organised to enable children to freely access play opportunities across most areas of learning. Babies explore some natural resources with interest and pre-school children benefit from designated areas for imaginative and exploratory play. Here they develop creativity through meaningful experiences, such as painting on canvas and home corner play with real life resources. Children based in the toddler room have immediate access to a developing outside area where they explore raw materials, such as sand and water, dig in the soil and develop their large motor skills as they play on small wheeled equipment. However, there is little to provide challenge for more able children. Toddler children have access to integral bathroom facilities and so they are able to respond with some independence to the needs of their own bodies and learn about good hygiene when they wash their hands at key times and brush their teeth after lunch. However, pre-school children have no immediate access to bathroom facilities and have to be escorted, often in groups, to the ground floor facilities when needed. This restricts their developing independence and ability to self-care. Their ability to practice good hygiene is also hindered when they cannot wash their hands immediately after messy activities.

Children develop the skills they need for their future learning satisfactorily, although limited resources to promote children's awareness and use of information and communication technology hinders their development in this area. They develop an understanding of number, shape and size through some basic resources and routines such as counting the number of children in attendance, although the range of resources and availability in some rooms is restricted. Children's language is developing well. Babies babble tunefully attempting new words as they play 'peek-a-boo' or enjoy looking at a book while sitting on a member of staff's knee. Books are used creatively and inspire children's interest when they are introduced from the treasure chest. Children then go on to act out puppet stories themselves. Children listen carefully when they put on their 'listening ears'. Circle-time is focussed and used well to extend children's attention and recall. They are encouraged to observe and notice the daily weather conditions and they enjoy songs and rhymes patting their knees to a rhythm.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 17/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 17/02/2010