

# Small Wonders Day Care

Inspection report for early years provision

---

**Unique reference number**

EY338918

**Inspection date**

04/10/2010

**Inspector**

Pamela Bailey

**Setting address**

89 Bromley Road, LONDON, SE6 2UF

**Telephone number**

0208 695 6675

**Email**

merlecharles@btopenworld.com

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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).

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 is ran by an individual provider. It opened in 2006 and operates from two rooms in a detached house. Children have access to an enclosed outdoor play area. The nursery is situated in a commercial and residential area in the London Borough of Lewisham. It opens each week day from 8am to 6pm, all year round.

The nursery is registered on the Early Years Register. A maximum of 26 children may attend the nursery at any one time. There are currently 25 children from birth to under five years on roll, some in part time places. The nursery currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

There are six members of staff; four hold appropriate early years qualifications. Two members of staff are working towards a qualification and one member a higher professional qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and making rapid progress. They take part in interesting and rewarding activities that cover all aspects of their learning and development. Well developed knowledge of each child's individual needs and effective partnerships with parents and other agencies contribute significantly to ensuring staff provide an inclusive service, where children are valued and their individual needs met. Constant reviewing and evaluation of the service ensures that any priorities for future development are promptly identified and acted on, which demonstrates a good capacity for improvement. However, strategies for actively involving parents in the self-evaluation process are not yet fully developed. Effective procedures are in place to promote children's health, in most areas.

## What steps need to be taken to improve provision further?

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

- make sure that the fridge is maintained to the correct temperature and regularly monitored
- improve the systems for assessing children's learning to provide consistency in recording of information
- provide opportunities for parents to contribute their views and suggestions and be involved in the decision making about the provision.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded and protected and policies and procedures are clearly understood by staff. Designated staff fully understand their responsibilities to safeguard children's welfare, working effectively with relevant agencies to protect children. Effective recruitment and vetting procedures ensure that staff working with children are suitable to do so. A wide range of safety precautions are in place and a combination of thoughtful consideration, daily checks and risk assessments ensure that potential risks to children are identified and minimised.

The well-organised and attractive environment creates an atmosphere that is conducive to both learning and having fun. Children's independence and freedom of choice is increased because resources are plentiful and thoughtfully presented both indoors and out. There is a sufficient range of positive images and resources that staff use within activities to promote respect for diversity and develop children's understanding of differences in gender, language, culture and disability. Staff have a good knowledge of child development. They use a wide range of teaching methods to promote language, listening, social skills and concentration; for example, increase use of visual aids, timetables, signs and key words in children's home language ensures all children can access activities, are fully included and challenged in their learning and development. Children's individual needs are known and consistency of care assured because staff have formed good relationships with their parents and other agencies involved in their care and education. The settling-in process is seen as a crucial period for getting to know the child and family.

Parents receive comprehensive information about all aspects of the setting. They receive a parents hand book, bi-monthly newsletters, daily verbal and written communication, which keeps parents informed about their child's achievements, progress and well-being. Parents are routinely involved in their child's learning, for example, through participating in story time, music sessions and outings and contributing to their child's learning and development records. Letters received from parents include very positive comments in respect of the good service provided by the setting.

The management has a clear sense of purpose about what it is they want to achieve and have built a committed staff team. Regular staff meetings and training needs analysis ensure that they keep up to date with changes and learn new skills. Staff work well as a team. They are clear about their roles and responsibilities and have a clear commitment to continual professional development, resulting in a good learning environment where children and staff can thrive. The management reflects on feedback received from staff to inform the setting's self-evaluation and is constantly reviewing their practice. Recommendations raised at the last inspection have been fully addressed, which have resulted in improved outcomes for children's welfare and development. However, systems are not yet fully developed in order to actively seek the views of parents and ensure they are involved in contributing to decision making about the provision.

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

Staff have a secure knowledge and understanding of the Early Years Foundation Stage and use an effective key worker system to support children to achieve good outcomes. Children are making good progress in relation to their starting points. Staff work alongside parents and other professionals to provide children with an array of experiences that meet their individual needs, excite and interest them. A systematic approach is used to make sensitive observations of the children as they learn through play. These are used to inform individualised planning for the next steps in children's learning and to find the most effective way to support the diverse needs of children to achieve their potential. However, there are inconsistencies in the recording of information. Resources are good quality and plentiful. They include resources that help children to develop an awareness of similarities and differences and a knowledge of the wider community; for example, children have access to some dual language books, different gender and culture dolls, puzzles and a range of imaginary play items. Their understanding of diversity and difference is enhanced as they celebrate festivals and special events. This ensures that children learn to value aspects of their own and others lives.

Children feel safe and secure in the setting because staff have a very warm and caring manner and are receptive to individual needs. Interactions between adults and children are good and strong efforts have been made to help children develop good personal and social skills. Staff apply clear and consistent boundaries so that children develop knowledge of what is expected. Staff address any incidents or unfairness constructively and sensitively, so that all children are helped to learn right from wrong. Their positive 'can do' attitude helps children to feel valued, have a sense of belonging and it supports children to develop enthusiasm for learning. Children are included in developing the rules and involved in making sure that these are followed. They show a developing sense of responsibility as they help with simple tasks, such as tidying away toys and helping to serve meals. Children are learning to keep themselves safe as they take part in regular emergency evacuation drills. Staff talk to children about safety and children know that they must sit down whilst eating or drinking and are told why this is necessary. All staff sit and eat with the children including babies, so that they represent positive role models and promote social interaction.

Children's good health is promoted well in most areas. There are effective procedures in place to prevent the spread of infection. Meals are freshly prepared, varied and nutritionally balanced. However, staff do not ensure that food storage facilities, such as the fridge, is maintained to the correct temperature or regularly monitored. Children enjoy healthy meals and snacks and have access to fresh drinking water. They follow good personal hygiene routines and enjoy lots of opportunities to experience fresh air and physical exercise. This supports the development of children's social and physical skills and helps to increase their self-confidence. Children learn to take turns in their play, develop ball skills, manoeuvre wheeled toys and learn to move with balance and coordination. The many skills children will need in future life are developing well, as they learn to be

independent with regards to their personal care and show an avid interest in books and technology. Older children can recognise their names as they take part in the self-registration system on arrival. They use numbers to support the development of their problem solving skills; for example, they explain that the number of children present is 19 and say 'that's a one and a nine'. The children are inquisitive and ask questions. Staff inspire their conversation by talking to them about things that interest them and showing that their contributions are valued by actively listening to their responses. Younger children point to objects, join in with actions and make sounds when listening to familiar nursery rhymes.

Children use a range of tools and equipment safely, for example, when digging in the garden. Younger children form their own creations using their hands in the sand and whilst painting. Children's imagination is flourishing and they enjoy acting out familiar experiences and using props to re-tell familiar stories.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



