

Small Wonders P D N Limited

Inspection report for early years provision

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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*.

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Description of the setting

Small Wonders Nursery was registered in 2004 and is run by Small Wonders P D N Limited. It operates from four rooms and an arena within self-contained accommodation in the Levenshulme area of Manchester. Children have access to an enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am to 6.00pm and operates for 49 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 80 children may attend the nursery at any one time. There are currently 112 children aged from seven months to under five years on roll. The nursery supports children who speak English as an additional language.

There are 26 members of staff, 24 of whom hold appropriate early years qualifications and two who are working towards a qualification. The nursery provides funded early education for three and four-year-olds and has links with other providers of the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and secure in a positive and supportive environment. They thoroughly enjoy their play and develop a positive disposition to learning because activities capture their enthusiasm and imagination. Children feel included because staff value the uniqueness of each child and treat them with equal respect. Good relationships exist with parents and effective links are established with other providers involved in children's care and education. The nursery successfully self-evaluates their practice and is committed to implementing ongoing improvements, to support the continual development of the service. Areas for further development centre on tracking children's learning, reviewing hygiene practices and developing the outside play area.

What steps need to be taken to improve provision further?

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

- develop systems further for tracking children's progress towards the early learning goals
- provide more challenging and enjoyable learning experiences on a daily basis in the outside play area
- promote the good health of children by taking necessary steps to minimise the risk of cross infection and help children to follow healthy habits in relation to hygiene practices.

The effectiveness of leadership and management of the early years provision

The nursery is well led and managed and therefore runs smoothly. Rigorous recruitment and vetting procedures ensure children are cared for by suitable people. Staff deploy themselves effectively to ensure children are supervised at all times and thorough risk assessments are undertaken to keep children free from harm. Good security arrangements are in place to prevent unwanted entry into the nursery. The entrance area is effectively monitored by management and closed circuit television is in operation. Staff have a secure understanding of their responsibility to liaise with appropriate agencies if child protection concerns arise and robust safeguarding procedures are in place. Records and documentation are kept in good order to maintain an efficient service. A comprehensive range of policies and procedures underpins the safe care and management of the children.

Children move around the play areas in a confident manner and make individual choices about their play. Good quality toys stimulate children's curiosity and successfully meet their developing needs. Toys are stored at their height and children enthusiastically make decisions about what they want to play with. Children are not stereotyped and boys and girls confidently follow their particular interests.

The nursery is able to critically analyse their strengths and identify areas for further development through effectively self-evaluating and monitoring their service. Future plans are well-chosen. Currently, the outdoor play area is not as inviting or challenging for children as the indoor play areas. This is identified in the nursery's action planning as an area for development. Good links are established with Sure Start, who offer guidance in the delivery of the Early Years Foundation Stage. Staff are well supported by management to attend ongoing training in order to extend their knowledge and skills. Recommendations raised at the last inspection have been successfully met. For example, books are now presented in an appealing manner to attract children's interest. Children freely and independently select books for pleasure and enjoy sharing them with staff.

An open and friendly approach with parents contributes to establishing a highly effective working partnership. Detailed information is gathered from parents, for example, about how to meet their children's specific dietary requirements. This enables staff to successfully meet children's individual needs. Regular newsletters and a daily record sheet about a child's day ensure effective communication is maintained. Parents speak very positively about the nursery and are happy with the care on offer. They are beginning to contribute to their children's ongoing observation records and to share what they know about their children's learning. Relationships with others involved in children's care and learning are well established. The nursery works in close partnership with other agencies and services to ensure children's specific needs are met, such as, their individual health requirements. This ensures every child receives the appropriate support they need to promote their well-being.

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

Children are happy and well settled in the nursery. They develop a strong sense of belonging and eagerly hang up their coats on pegs, which are labelled with their name. Staff are caring and establish good relationships with children. They engage children's interest by playing closely with them and support their learning through encouragement and regular praise. Children are making good progress in their development. They engage in a wide variety of fun play experiences, which successfully support their overall learning. Activities appeal to children's individual interests, which strongly motivates them to participate and join in. The nursery has introduced new systems for observing and assessing children's progress. Staff use the information gained from observations to identify and plan for the next steps in children's learning, although tracking systems for monitoring children's progress towards the early learning goals are still in the process of development across the nursery.

Children are good humoured and take a lively interest in everything they do. They behave very well and develop a positive self-esteem. Children co-operate well, as they build a tower of bricks together and laugh when they all fall down. Excitement is shown as they perform tasks around the nursery, such as helping to set the tables at lunch time. Children benefit from a wide range of interesting sensory experiences. They develop a keen interest to explore and spend a considerable amount of time playing with sand in the sand tray. Babies investigate objects made of different textured materials in their treasure basket and show curiosity as they look at their reflection in a mirror. Young children enjoy making a loud noise, as they enthusiastically bang a musical shaker against a drum. They become excited as staff blow bubbles into the air and they eagerly try to catch them.

Children's communication skills are developing well. Staff respond to babies vocalisations and engage them in playful interactions by singing nursery rhymes and bouncing them on their knee. Children who speak English as an additional language are well supported. Staff use photographs of everyday practices within the nursery to reinforce children's understanding of language and routines. Pre-school children eagerly recognise their name on their name card and mark-making materials are readily on offer, to enable all children to practise their pre-writing skills. Children take a keen interest in counting. They become excited as they find and match shells in the water tray. Playing with jigsaws and pop-up toys helps them to successfully learn to problem-solve.

Children are developing an awareness of nature and change as they plant seeds and watch them grow. By celebrating cultural festivals, they gain an appreciation of the cultures and beliefs of others. During Chinese New Year, children enjoy setting off paper lanterns into the sky and concentrate well as they use junk-modelling techniques to create a dragon's head. Electronic toys captivate children's interest and they show curiosity as they repeatedly press buttons and listen to different sounds. As children play independently on the computer, they develop good skills for the future and become competent in using a mouse.

Children develop good control and co-ordination over their bodies. Indoors, they actively participate in games, such as head, shoulders, knees and toes. The spacious, very well-equipped arena is popular with children and they enjoy engaging in physical play activities. For example, they love to chase their friends and confidently climb on the climbing frame. Children develop good skills with their hands and adeptly use scissors to cut out circles on a doyley. They express their creativity as they use recycled materials, during craft activities and explore a range of materials, such as, glitter, glue and paint. Children gain pleasure from engaging in imaginative play as they lovingly wrap their dolls in blankets and pretend to iron. Eagerness is shown as children explore musical instruments. They confidently demonstrate impressive dance moves, as they swing their hips and move their bodies to the beat of the music.

Mealtimes are a relaxed and social occasion. Children take their time and enjoy a range of nutritious foods. The nursery is clean, although spillages on the baby room carpet are not wiped up immediately to minimise the risk of cross infection. Staff implement safe and hygienic nappy-changing procedures and undertake regular hand washing. However, children are not always encouraged and supported in learning about healthy habits in relation to hygiene routines, for example, with regard to nose wiping and flushing toilets after use. Children gain a good understanding about how to protect themselves from harm. Regular fire drills are undertaken and children act sensibly and evacuate the nursery quickly. A recent planned visit from the fire brigade has helped children to talk about dangers and learn how to keep themselves safe.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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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