

# Small Wonders Newquay Ltd

Inspection report for early years provision

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**Unique reference number**

EY418941

**Inspection date**

15/09/2011

**Inspector**

Jayne Pascoe

**Setting address**

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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.

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## **Description of the setting**

Small Wonders Day Nursery is privately owned and managed. It opened in 2011 and operates from the ground floor of a large detached house. The nursery is situated in a residential area on the outskirts of Newquay, in Cornwall. Children have access to a generous and level enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 28 children may attend the nursery at any one time. There are currently 28 children in the early years age group on roll. Of these, four receive funding for nursery education. Some children also attend other early years settings. The nursery supports children with special educational needs and/or disabilities. There are seven members of staff working with the children, of whom six hold appropriate early years qualifications to at least NVQ level 3. There is one member of staff who is currently working towards a level 3 qualification. The registered person is a qualified early years teacher and the manager has achieved Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery staff team demonstrate a good knowledge and understanding of the Early Years Foundation Stage and are highly committed to the principles which underpin this framework. Overall, there are very effective procedures in place to ensure that children's unique needs are identified, respected and met. However, further improvements are required at snack time. Strong links with parents help to involve them in their children's care and education. Staff liaise very effectively with other early years agencies, in order to keep up-to-date. Those in charge have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it.

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

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

- improve arrangements for the serving of food at snack time, for example by the provision of individual plates.

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

The nursery has developed robust procedures to safeguard the children in their care. The staff team are dedicated, enthusiastic and highly competent in their roles

and responsibilities. The setting has developed effective risk assessments, which are regularly reviewed and updated. Appropriate equipment such as safety gates, are in place to restrict access to areas which require adult supervision. Children are closely supervised at all times and are protected from unvetted persons. Staff demonstrate confidence in their ability to follow the Local Safeguarding Children Board procedures. Children practice regular emergency evacuation procedures with the adults, in order to develop their confidence and familiarity. Ongoing discussion takes place with children about safety issues. As a result, they show a strong understanding of how to keep themselves safe.

Good opportunities are provided for children to explore their own cultures and beliefs and those of others. Adults have a good knowledge of each child's background and needs. There is evidence that adults identify a child's need for additional support as early as possible and share this information with parents appropriately. Staff successfully use 'signing' as an alternative method of communication, to enable all children attending to be actively involved and fully included. Staff organise the setting very well to provide a comfortable, welcoming and enabling indoor and outdoor environment. Children are encouraged to take responsibility for setting out activities, tidying away and washing-up their cup and plate after lunch. As a result, they are developing a strong sense of self-worth and value. Although good practice is followed at meal times; at snack time children choose items of food which they then place directly onto the table. This practice could be improved, for example by the provision of individual plates.

The setting has established positive relationships with parents, which contributes to improvements in children's achievement, well-being and development. Children and parents have good opportunities to share their views about the provision and be involved in some of the decision making. The setting helps parents to support their children's learning through use of shared resources such as 'story sacks'. Effective assessment systems are shared regularly with parents, in order to celebrate children's achievements and to identify appropriate 'next steps' for their learning and development. Daily planning is based upon children's particular interests and provides good opportunities for individual progress. Staff have established positive working relationships with other local early years settings and welcome support and advice from the local authority. They recognise the benefits of reflecting upon their practice and have recently implemented formal systems for self-evaluation, in order to drive further improvement.

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

Children have formed strong and trusting relationships with adults and other children. They follow the good examples set by staff and work together as a 'family', clearly enjoying one another's company. Adults encourage children to take responsibility for caring for themselves, others, the pet guinea pig and the environment. Children's individual and personal needs are met well by attentive staff who follow good procedures for nappy changing, toileting and to ensure that children sleep comfortably as required. Children enjoy free access to a good range

of interesting and enjoyable toys and resources. Photos of the children are displayed at child height around the nursery walls. As a result, children have a strong sense of belonging. Children communicate very effectively through facial expression, body language, emerging vocabulary and signing. They select favourite books for personal enjoyment and particularly enjoy group story time and join-in enthusiastically when encouraged by the story teller. Children mark-make freely to express themselves using chalks, paints and crayons, both indoors and out. Their work is valued and displayed prominently for all to admire.

Children explore the local community as they are able to post letters and visit the local library, park and beach. They are developing a good understanding of the importance of recycling and sustainability as they collect used packaging to make junk models, grow their own fruit and vegetables, compost waste foods and collect rainwater. They benefit from use of all-weather protective clothing and free access to the very well resourced outdoor play area. They enjoy climbing, running, jumping and sliding and they ride their bikes along a track they have drawn with chalks onto the tarmac. The nursery staff successfully promote healthy eating and reinforce the importance of maintaining good health through following established hygiene practises. For example, shoes are removed before entering the baby room, to keep floors clean and hygienic.

Children build and construct using a wide range of resources, such as plastic blocks and train tracks. They successfully cooperate and negotiate with others to initiate and sustain role play. Children are beginning to count and recognise numbers with the associated number of objects. They successfully complete increasingly complex puzzles with adult support. Children enjoy painting, collage, play dough, sensory play, role play, music and dance. Their progress in communicating, literacy and skills relating to information and communication technology is developing well. They have a good understanding of the wider world and are very well equipped with the skills they need in order to secure future learning. Babies are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest. Adults interact appropriately and are skilful in providing sufficient levels of challenge, in order to maintain good levels of progress in children's learning.

## 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

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### 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

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## **Annex B: the Childcare Register**

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

Met