

# Small Wonders Day Care Nursery

Inspection report for early years provision

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**Unique reference number**

EY392745

**Inspection date**

23/05/2012

**Inspector**

Kathy Leatherbarrow

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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 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 ten rooms in total. Babies and toddlers 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 nursery is open each weekday from 7.30am to 6pm and provides a range of part-time sessions.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of 126 children at any one time, all of whom may be in the early years age range. There are currently 191 children aged from birth to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities. It provides extended services and takes and collects children from three local schools. The nursery also provides funded early education for three- and four-year-olds.

There are 21 members of staff; one is a qualified teacher, one has early years professional status, one holds a level 4 qualification in early years, seven hold a level 3 qualification in early years and six hold a level 2 qualification in early years and all other staff are working towards level 2. 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 good.

A well-developed knowledge of children's individual needs ensures staff, on the whole, successfully promote children's welfare and learning. Children are safe and secure, and robust documentation and procedures are in place to maintain their safety. Most aspects of children's health and well-being are supported and developed. Very good partnerships with parents and other agencies are significant in making sure that the needs of all children are met, along with any additional needs. This means that children progress well in relation to their age, ability and starting points. Regular self-evaluation, using a range of sources, ensures priorities for development are identified and the nursery makes good progress.

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

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

- use observations and assessments of achievements more effectively to plan for children's individual next steps, and further develop practice to extend children's critical thinking through the use of open-ended questions
- review the menu offered to children to ensure it is well balanced and nutritious.

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

Children are safeguarded because staff have a sound understanding of the indicators of abuse and the procedure to follow should they have a concern about a child. Robust recruitment and selection procedures are in place and continued suitability is monitored effectively. Comprehensive risk assessments are carried out regularly to ensure the safety of all and a record is kept. Daily checks are also carried out and any hazards rectified. All the required documentation is in place and in order. The new management team have high aspirations for quality. There is a clear vision for the nursery, which is held by staff, parents and children, all of whom are invited to make suggestions. Recent changes have been made and the staff team are very enthusiastic. Staff attend a range of training and keep up to date with legislation to further develop their childcare practices and enhance their knowledge. On the whole, this reflects in their practice and promotes good outcomes for children. For example, staff share their knowledge on promoting letter and sounds to pre-school children in preparation for school.

Children play in bright and attractive play spaces. They move freely among the areas and there is a free flow of activity inside and out. Children self-select from a good range of resources which are available in low-level storage and organised into separate areas of learning. Walls display examples of children's creations and there are displays of their favourite activities. This gives them a sense of belonging. The outdoor area is very well used with space for all children to use push-along and sit-and-ride toys, climb on a range of different frames, make dens, paint on their 'paint wall', play in water and sand and dig. Staff are well deployed and children enjoy a good balance of free play and adult-led activities.

The nursery is fully inclusive and welcomes all children. Close monitoring of children by key carers enables early identification of additional needs. They work closely with a number of other professionals, such as speech and language therapists. This ensures children's needs are exceptionally well met and supported. Partnerships with parents are well established. They are highly complementary about the information they receive and how their comments are valued and acted upon. Staff and parents share a wealth of information during the flexible settling-in periods in each of the rooms, and this is used well in providing individual care for their child's needs. There is a daily information exchange and regular updates through newsletters, and the 'learning stories' help to keep parents and carers involved in their child's learning and progress. Partnerships with other agencies are very well used to support individual needs. Staff and management use information gained from other professionals to ensure children's care and learning is tailored to their individual requirements. Teachers from local feeder schools are invited to the nursery to meet children and families to help assist and support transitions to school.

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

Children thoroughly enjoy their time in the setting and often make good progress in their learning and development. Staff effectively establish children's starting points and interests with parents. Children's progress is monitored through regular detailed observations, from which next steps are identified and linked to the Early Years Foundation Stage. However, these next steps are not effectively used to inform the planning of future activities. Photographs and examples of children's art and craft creations show them engrossed in activities and provide examples of their development. Children are confident and happy to leave their parents, and mix well with their peers and staff. There are good standards of behaviour throughout the nursery, with manners encouraged at all times. Children are polite and considerate to others and staff are good role models. Children behave safely and willingly share the toys. There is a fun and happy atmosphere, although not all staff effectively question children to reinforce or challenge their understanding. Children are independent and staff support them to make choices throughout the session. Children know and understand the rules in the setting and remind one another not to swing on their chairs or run indoors.

Children enjoy a wide variety of fresh fruit for snacks. However, some of their meals are processed and therefore contain high levels of sugar and salt. Children are reminded to wash the germs off their hands prior to eating and after toileting, and regularly access tissues to blow their noses. Children brush their teeth each morning and understand that calcium from milk helps them to grow strong. They are physically active on a daily basis and the outdoor area is very well used by all children. They competently use smaller tools during craft activities and are appropriately supported with the use of scissors. Children love to share stories in the book corner. They read to their peers and ask staff questions about the pictures. Flash cards and labels are well used with the older children to consolidate their understanding that print carries meaning. They make marks using a range of tools and materials, including paint, shaving foam and play dough, and older children are beginning to form letters as they mark their own name on paper. This develops their control and forms the basis for writing. There are many activities which support an understanding of number. Children count as they build towers or sing rhymes. Older children confidently count to 10 and many are able to recognise the numerals displayed around the setting. They talk about shapes when using sand and about whether there is enough space as they use trolleys to transport large building blocks.

Children's information, communication and technology skills are well developed and there are ample resources to support this across the nursery. Younger children show their delight as they press a button and watch the lights flash, and older children are becoming competent with the white board, keyboards and the mouse. They learn about the world around them and other cultures through activities and the good selection of resources on offer to them, including having the option to participate in weekly French lessons. Children with English as an additional language are effectively supported in their learning with the good use of dual language books, props, visual aids and flash cards. There are many creative

activities on offer and children thoroughly enjoy sticking glitter, sequins and collage materials onto their pictures. They dress up, make dens and pretend to cook lunch in the well-resourced role play area. Children have good learning opportunities outdoors, including balancing on wooden beams and stepping stones, water painting, digging in sand, investigating ice balloons, hanging out the washing and rolling toy cars down ramps.

## 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	3
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	3
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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## **Annex B: the Childcare Register**

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