

# Small Wonders

Inspection report for early years provision

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**Inspection date** 03/07/2012  
**Inspector** Naomi Brown

**Setting address** Crownhill Meeting Place, Lennon Drive, Crownhill, Milton Keynes, Buckinghamshire, MK8 0AS  
**Telephone number** 01908 263995  
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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 pre-school opened in 1993 and is a charity funded community group managed by a committee of volunteers. The group runs in the council owned Crownhill community hall in a residential area of Milton Keynes. The community hall comprises a large hall, kitchen and toilets and there are both indoor and outdoor storage facilities. A small enclosed area adjacent to the community hall is used for outside play.

The pre-school is open each weekday from 09:30 to 14:30. Parents and carers can choose to have either part-time or full day care.

Small Wonders is registered to accept a maximum of 30 children under eight years at any one time. Of these 16 may be under three years. There are currently 53 children on roll, 11 of these are aged under three years and 46 children are in receipt of nursery education funding. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. A total of five full-time and two part time members of staff work with the children. Of these five have appropriate early years qualifications and two are working towards them.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress because they are in the care of an experienced and knowledgeable staff team. Children play safely and enjoy their time in the setting. The manager uses effective knowledge of individual children in her care to organise most activities to promote their good welfare and achievements. Parents and other professionals working with children are welcomed in to the setting and children benefit from solid continuity of care. Staff are committed to equal opportunities and are a good example to children in their care. The manager has taken many steps to improve her practice since the last inspection and the pre-school's capacity to improve is good.

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

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

- increase ways for staff to maximise on opportunities to maintain all children's

interests during large group activities.

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

Children are securely safeguarded as staff are clear about their role and responsibility to record and report any concerns they may have. The staff team use clear policies and procedures, comprehensive risk assessments and daily checks to make sure that children remain safe in their care. The manager effectively guides staff through the requirements of the Early Years Foundation Stage and she is a positive role model to all her staff.

Staff use effective processes to assess children's individual development. They are able to identify gaps in achievement between different groups of children and those who have special educational needs and/or disabilities are catered for especially well. As a result, the majority of children make good progress in relation to their age and starting points. Staff have a clear understanding of equal opportunities and offer a good example to children in their care. This enables them to value differences in others. Children show good levels of concern and respect for each other throughout most activities. Children benefit from a wide range of resources that cover all areas of learning. Resources are laid out attractively and are accessible to all children with close supervision from staff. Resources reflect the needs of children who attend the pre-school and the diversity of their wider community.

The majority of activities are well planned to meet the needs of all children in their care. Occasionally during large group activities, younger children are restless and wander to other activities. However, older children respond well to these sessions and show good levels of concentration and engagement.

The manager and staff team communicate effectively with parents. They have taken strong steps to promote positive relationships with parents and families and children are settled and happy as a result of this continuity of care. Children benefit as the manager has made solid links with other professionals involved in their care. Staff use information gleaned from parents and other professionals to make more accurate assessments of children's progress. This enables them to make good provision for their future learning.

The manager has a clear vision for future improvements to the pre-school. She has implemented many positive changes since the last inspection. These include improvements to mark making opportunities for all children and redesigning the outdoor play area to make it accessible in all weathers. These improvements reflect the careful steps that the manager and the staff team have taken to evaluate how well the pre-school meets the needs of children who attend. The views of staff, parents and children are included in all self-evaluation processes and this means that the manager is able to make specific changes to improve outcomes for children. As a result, the capacity of the setting to maintain continuous improvement is good.

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

Children are making good progress towards the early learning goals. They enjoy a wide range of stimulating activities that offer them experiences to learn and develop within the Early Years Foundation Stage. They enjoy interacting with staff and each other as they develop their communication skills. Children enjoy reading and discussing stories. They respond enthusiastically to their favourite stories, enjoying shouting the words out when the member of staff leaves a gap for them to do so. Staff talk to children often and they respond well to their open questions which encourage their critical thinking. For example, they ask what will happen when they are building rockets from small construction materials. Children click the pieces together as they construct a range of vehicles to 'fly to the moon'. They add wheels, nose cones and wings and are gently supported by staff who encourage them to explain why they have chosen specific pieces for their rockets. Children are able to recognise a wide range of colours and shapes and enjoy counting as part of planned and everyday activities. Children demonstrate good problem solving and reasoning skills for their ages and stages of development as a result of well planned activities in this area.

Children have good opportunities to develop their large muscle skills in the well-stocked garden. They run, jump, slide and climb on a range of large play equipment, demonstrating a good awareness for their own safety as they do so. Older children remind each other to move from the bottom of the slide and to take care when climbing up steps. This care and concern for each other happens throughout the setting. Children sit closely with their friends while they take part in small group activities and while they snack together. They have made close relationships with staff and each other and they enjoy celebrating religions and cultures, both their own and those of others. Children respond well to staff members' positive example and they exhibit good behaviour and self-control throughout most play sessions. They use a range of small equipment with great success. They make marks with pens and pencils as well as drawing pictures on walls in the garden using brightly coloured chalks.

Children benefit from well-planned activities that cater for their individual learning needs. Overall, activities are positively adapted to engage all children and as a result, they make strong progress in all areas of learning. Children enjoy learning about the world around them. They enjoy discussing their holidays, learning about places members of the group have been to and have made their own passports so that they can play 'holidays'. These sort of activities enable them to develop a strong awareness of the world around them. Strong, consistent routines enable them to adopt positive habits, such as washing their hands and tidying up after playing. These encourage them to develop useful skills for future learning and encourage them to protect their own good health. Children demonstrate a good awareness of healthy lifestyles. They discuss the effects of exercise on their bodies, stating that they are 'out of puff' when they have been dancing. This,

coupled with nutritious meals and staff who are hygienic role models has a clear benefit on their robust health.

## 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

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