

Small Wonders Too Nursery

1-5 Atholl Street, Ashton, Preston, Lancs, PR1 8TA

Inspection date

Previous inspection date

15/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children take part in a wide range of challenging activities through which they make good progress in their learning. They explore their own play and are well supported by skilled staff and good quality resources, in order to extend their learning.
- Children's self-help and independence skills are very well promoted. They delight in serving their meals, pouring their own drinks and making good choices in their play.
- Children are active learners as their communication and language skills are skilfully developed. As a result, they are competent talkers and are suitably developing their vocabulary and language structures.
- Robust recruitment and a strong focus on professional development means that staff have the necessary skills to support children and in meeting their individual needs to promote their learning.

It is not yet outstanding because

- Staff do not always seek the views of all parents when assessing their children and identifying the next step in their development, in order for them to make the best possible progress.
- The tracking of children's progress is not always consistent across the setting because not all staff are as effective in doing this across all areas of learning, to ensure that children's learning is fully extended.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the five age related nursery rooms and the outside learning environment. Toys, equipment and resources were also looked at.
- The inspector held meetings with the manager of the provision, the provider and the members of staff.
- During the inspection, the inspector viewed children's assessment and planning records. Regulatory documentation regarding adults suitability, children's details and any other relevant information relating to the welfare requirements.

Inspector

Janet Singleton

Full Report

Information about the setting

Small Wonders Too Nursery was registered again in 2012 as a limited company. It has been operating since 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted, detached premises in the Ashton area of Preston, Lancashire. It is managed by the manager and is one of two settings operated by Small Wonders. The nursery serves the local area and is accessible to all children. It operates from five age-related rooms and

there is a fully enclosed area available for outdoor play for children to use.

The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications to at least a level 2 or above. There is a qualified teacher, who works with the setting for two and a half days each week. The nursery opens Monday to Friday, all year round from 7.25am until 6pm. Children attend for a variety of sessions. There are currently 54 children attending, who are within the early years age range. The nursery provides funded places for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review and reflect how you can successfully engage all parents in contributing and sharing information about their child's learning and development, both at the setting and at home
- review and reflect on how information gained from the observation and assessment on young children is effectively used to extend tracking, to ensure that it is consistently approached by all staff, across all areas of learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are secure in their knowledge of the Early Years Foundation Stage learning and development requirements to plan effectively to meet children's individual needs. Children take part in a wide variety of challenging, enjoyable and exciting experiences to engage and take them to the next level in their learning and development. For example, a small group activity using stacking cups to promote children's mathematical skills in comparing, counting and matching. This helps them to learn to share, take turns and support each other, present them with realistic challenges and uses their critical thinking skills.

Planning reflects children's identified next steps to ensure that they are provided with activities matched to their needs according to their ages and stages of development. The planning of the environment means that children are supported in their learning. For example, good use is made of the displaying of children's work, using numbers and letters as labels and ensuring that resources are all within reach of the children. Consequently, children are enhancing their own play and progressing at expected levels for their age and stage of development, and in some areas are above that level. As a result, children are

making good progress in their learning. Staff work well together to successfully promote children's learning and development. Through completion of comprehensive observations and assessments on all children, their next steps are identified and used to inform future planning. This includes the Early Years Foundation Stage progress check for two-year-olds, ensuring that children's interests are taken into account and areas for early intervention are identified. However, the tracking of children's progress across all areas, for example, in the younger age group, to ensure that planning is always accurately informed of children's changing needs, is not as effective. Those children who have English as an additional language are very well supported with strong links made with their families to provide a consistent approach, and to develop their language and understanding in English.

Children develop their social skills as they sit and listen at story time, delighting in the story about the cold, polar regions. They ask questions and think critically as they talk about how ice is made, why penguins sit on their eggs, gleefully exclaiming 'to hatch like chickens' as they use their experience to make links relating to how eggs are incubated. Babies and young children enjoy singing and act out the gestures as they 'wind the bobbin up', developing both their physical and listening skills. Children are excited and interested, squealing with delight as they wait patiently for their physical exercise session. For example, they stand tall, walk around swinging their arms, raise their knees up and walk backwards as they develop their coordination and physical prowess. Young children use good quality equipment, such as trundle trikes, to support their emerging walking skills. Children are excited and motivated, anticipating what they will do when they go outside, enjoying and delighting in the open space as they move freely and practise their large movements.

Quality of teaching is good as children's learning is further supported because staff introduce numbers, shapes, colours and letters at all times during children's play. They effectively support children and consistently help them to learn to take turns as they sensitively explain about sharing, distract children with other resources and talk about their feelings. Staff skilfully support children's communication and language skills as they play at their level, engaging them and talking to them about what they are currently doing. Staff ask questions, such as 'why' and 'what' and paraphrase what younger children are saying to extend their thinking. Consequently, children confidently practise their speaking skills as their vocabulary and language skills are successfully promoted. This is further enhanced by the use of the 'letter and sounds' programme using phonics to extend children's communication and language skills. Through additional activities, such as, swimming, dance and the support of an early years teacher, children's learning and development is continually enhanced.

Information regarding children's needs are shared with parents through the daily communication book and daily discussions with them. Parents are invited to contribute to their child's learning journey record and to support learning at home. However, staff have yet to find ways to successfully engage all parents in supporting their children's learning. Consequently, some children's learning may not be as enhanced as effectively as others.

The contribution of the early years provision to the well-being of children

Children form strong bonds with their key person, as a result, their emotional well-being is effectively promoted. Through the positive and warm interactions between children and staff, children form trusting and close relationships with them. Children's independence and self-help is successfully promoted. For example, children hang their own coats up, tend to their personal needs and make good choices regarding what they want to do. Through embedded effective hygiene practices, such as washing hands and cleaning teeth, children are developing a good understanding of their own care needs. Younger children are happy and confident as they explore their rooms, seeking out those resources that delight them as they become active and independent learners. Care routines are agreed with parents and staff in the baby room follow each child's individual routines to promote a consistent approach to help children to feel safe and secure.

Children learn about healthy foods as they discuss what foods are good and how eating them will make you big and strong. They make good choices from healthy snacks of fruit and are provided with nutritious, freshly prepared meals. They talk about exercise as they take part in the planned physical sessions, delighting in jumping, skipping, stepping and undertaking a variety of arm movements to develop their coordination and muscle strength. Children understand what is expected of them as they follow instructions and are very well behaved. They feel safe in the setting as they readily move around, seeking out staff for support when needed. Staff are deployed well and through clear boundaries and age-appropriate guidance provided by them, children learn to manage their own feelings. Consequently, they learn to share, take turns and play in a more harmonious way. These skills successfully prepare them for their next stage in their learning and their transition into other age related rooms and onto school.

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

The provider, manager and staff are very knowledgeable about and fully understand their responsibilities under the Statutory Framework for the Early Years Foundation Stage welfare and safeguarding requirements. Staff are caring, dedicated and committed to their work with children to support them in reaching their full potential. The provider and managers take an active role in monitoring the progress children are making and ensure that staff are observing and planning for their individual needs to ensure that they continue to make good progress across all areas of learning.

The setting's robust recruitment and rigorous supervision, appraisal and induction programmes result in staff having a good understanding of the policies and procedures, in order for these to be implemented consistently and children's needs effectively met. Training is effectively promoted for all staff and is identified through supervision and identification of their personal training needs. This results in staff being highly skilled in assessing and meeting children's learning and development needs. Children's safety is of paramount importance. Risk assessments are undertaken and visitors to the premises are checked and signed in. All doors are secured and access is by a member of the key staff to keep children safe all times. Strong relationships with other settings, such as the local sure start centre, means that information, which promotes the health and well-being of

children is shared.

Evaluation of the setting takes place and support is obtained from the local children's centre to identify areas for improvement to ensure that they continue to make good progress in their learning and development. For example, enhancing resources in the baby room to further develop young children's exploratory skills. Frequent staff meetings and daily discussions with parents means that their views are taken into account and inform plans for future developments. Consequently, the quality of the provision continues to improve for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY449868
Local authority	Lancashire
Inspection number	809889
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	91
Number of children on roll	54
Name of provider	Small Wonders Nurseries (Preston) Ltd
Date of previous inspection	Not applicable
Telephone number	01772252212

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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