

Small Wonders Day Nursery Preschool and Out of School Care

Tavistock Road, Springfield, CHELMSFORD, CM1 6JN

Inspection date	13/03/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children's good health and well-being is supported as the nursery ensures that children are given healthy, balanced and nutritious freshly cooked food at all snack and mealtimes.
- Staff have a secure knowledge of the Early Years Foundation Stage and use observations and assessment to plan for children's next steps in their learning. This means that children make suitable progress in relation to their starting points.
- Partnerships with parents are fostered well, ensuring continuity between nursery and home in relation to children's learning and care routines.

It is not yet good because

- Staff do not always provide opportunities for children to learn to use simple tools, such as scissors, as staff often pre-cut paper shapes for the children to stick on to paper.
- Staff do not provide opportunities for children to fully explore texture's and materials in sensory play. This means that children are unable to combine materials and resources to create new effects.
- Written parental permission is not in place to enable children to be transported between settings.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 held discussions with the deputy manager, manager and owner of the nursery.
- The inspector talked to parents as they collected their children.
- The inspector observed play activities in all three playrooms, the outdoor environment and conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector sampled a range of documents, including child records, children's learning journeys and policies and procedures.

Inspector

Sue Mann

Full Report

Information about the setting

Small Wonders Day Nursery Preschool and Out of School Care originally registered in 2004 and re-opened in 2012 as a Limited Company. It is one of two nurseries owned by the company in Chelmsford. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a demountable classroom in the Springfield area of Chelmsford. There is a fully enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications to at least level 2, including one with Early Years Professional Status who works between the Woodford Nursery and the Springfield site. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm, including breakfast club and an after school club. Children attend for a variety of sessions. There are currently 84 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that written parental permission is in place for children to be transported in the nursery vehicle between settings.

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

- teach children skills of how to use tools, such as scissors safely and give them opportunities to practise using scissors to cut paper and other materials
- provide novelty, such as, textures, equipment and colour, in messy play to encourage children to fully explore and investigate using all their senses.

Inspection judgements

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

Most staff demonstrates a suitable knowledge of the Early Years Foundation Stage, as they provide a wide range of activities, which cover all seven areas of learning. However,

some staff do not ensure that activities they plan offer children suitable challenges for their age and stage of learning. For example, paper shapes for sticking activities are pre-cut by staff, which means that children are unable to learn how to use simple tools, such as scissors safely. Therefore, children are not able to learn how to cut paper and other materials to create desired effects. Staff carry out regular observations on what children can do, which ensures that planning covers children's next steps in their learning. Children's interests and parent comments aid the planning of activities, which means that children have plenty of choice and can offer their ideas each day. For example, children's interest in dinosaurs is extended as staff to put out plastic dinosaurs, mats and green tunnels. This enables children to use their imaginative skills as they play with the dinosaurs, making realistic sounds to replicate the roar of the dinosaurs. They also have opportunities later, to practise their counting skills using small coloured dinosaurs and bears. Teaching is mainly effective in supporting children's learning, although some staff are less skilled in providing exciting activities to ignite children's interests. For example, some staff over look opportunities to enhance children's play by adding different textures and colours to flour and water play. However, once realising the lack of interest from the children, staff respond by adding pulses and containers, and the children return to the activity and make create 'cakes' and 'puddings'. Children have opportunities to develop their language skills through discussions and talking about what they are doing. Staff working with the youngest children; respond to their use of single words by repeating them back and forming simple sentences. This sensitive support enables children to learn correct pronunciations and develop an understanding of using more than one word to form sentences.

Children develop an understanding of mathematics, as staff use number language frequently when playing with the children. Children enjoy learning about size, colour and numbers as they play with sorting dinosaurs and bears. Staff praise the children when they answer correctly, which helps to develop their self-confidence and self-esteem. Children benefit from the involvement of parents in the nursery. Parents contribute to children's learning journeys by adding comments based on what they have observed their children doing at home. This enables staff to understand what children can do at home, which is especially important for the youngest children whose learning and development changes quickly.

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

Children have a secure sense of belonging as they have strong bonds with their key person. Key persons assist children to settle into new rooms, as they stay with the children, enabling them to explore their new surroundings from the security of a familiar adult. This ensures that children move into the next stage of their learning and development easily. Babies approach their key person for cuddles and reassurance, clearly enjoying the warm response. This means that babies are happy and settled as their routines in the nursery, reflects what happens at home.

Generally, children play well together; however, some of the younger children are still at the stage of development where they find it hard to share resources. Staff model how to

share toys, for example, by providing two of a particular resource and showing children how to take turns. This enables children to learn how to play and interact together. Staff model the use of good social manners by saying 'please' and 'thank you' when interacting with the children and each other. This means that children are consistently polite while in the nursery.

Children's good health is well promoted, through effective hygiene routines and plenty of fresh air. This supports their well-being and good health. All food that children have to eat while in the nursery is home cooked. This means that snacks and meals are nutritious, healthy and balanced. The qualified cook uses every opportunity to add extra fruit and vegetables to children's food, for example, cranberries and dates are added to cereal bars, which the children all enjoy. Details are gathered through child record forms about children's individual dietary needs. This means that children are not given any foods that may cause allergic reactions or that are against religious beliefs. Children have daily opportunities to enjoy playing outside in the fresh air. They practise throwing and catching balls, which helps them to develop their hand and eye coordination. They ride around on bicycles and sit and ride toys, and enjoy opportunities to run around and enjoy the space.

The nursery has made good links with many of the local primary schools, which enables them to support children as they move from the nursery environment into school. Teachers come and read stories to the children in the nursery who are due to start school; this enables children to meet their new teachers in familiar surroundings. Staff provide opportunities for children to pretend to be in school, by turning the role play area into a school setting, with uniforms, books and bags relating to the various schools the children will move onto.

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

Overall, children are safeguarded, as staff are aware of their responsibilities in keeping young children safe. Staff attend regular child protection training and have just completed online refresher training, which ensures that they are up-to-date with procedures and policies. Staff have a range of additional information via posters and books, which reminds them of the correct procedures should they have a concern about a child. Overall, the manager understands her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. However, permission forms are not in place for transporting children to and from the various schools who attend the after school club. This means that parents have not given written permission for their children to be in the nursery's car. Arrangements for recruiting new staff are robust, all staff complete thorough background checks and Disclosure and Barring Service checks. Staff complete trial periods and are observed by the manager to ensure that they have the necessary skills to be working with children. Safety measures, such as locks on all doors, ensure that only adults who are known to the nursery are able to collect children. Comprehensive risk assessments and daily checks ensure that the nursery is safe for the children who attend.

The manager and deputy carry out regular checks on the children's learning journeys to

ensure that the nursery is meeting the learning and development requirements of the Early Years Foundation Stage requirements. This enables the manager to identify any member of staff who is underperforming and put in place additional support measures.

Children play in an environment where staff actively promotes equality of opportunity and anti-discriminatory practice for all children. The nursery has systems in place to support children with English as an additional language and those with special educational needs and/ or disabilities. This ensures that all children make secure progress in relation to their starting points. The nursery has good relationships with the parents; this ensures that continuity of care routines is maintained. Parents comment that they feel that staff are approachable and enjoy sharing the learning journeys at home with their children. Parents contribute regularly to their children's learning journeys, which enhances the link between home and nursery. The nursery provides a broad range of information about the nursery in the entrance hall where parents wait to collect their children at the end of their sessions. Daily verbal feedback and written diary sheets ensure that parents are aware of how their child has been at nursery, significant milestones and the activities that they have enjoyed during the day. This means that parents are well-informed of all relevant information, especially parents who do not always have time to stay and chat to staff when they collect their 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 action. 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	EY453646
Local authority	Essex
Inspection number	908688
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	168
Name of provider	Small Wonders Day Nurseries Ltd
Date of previous inspection	not applicable
Telephone number	01245493437

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

