

Small Wonders Day Care Nursery and Enhanced Activity Centre

Sunbury Street, St Helens, Merseyside, WA10 3RE

Inspection date	07/07/2014
Previous inspection date	11/06/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The quality of teaching is good. Staff assess children's starting points accurately and plan effectively for their individual needs, which means that children make good progress in their learning and development.
- Children's safety is effectively promoted through good safeguarding and welfare procedures. Children are constantly supervised and are cared for by suitable and skilled staff who know what action to take to keep them safe.
- An effective key-person system means that staff are well informed about individual needs and children build strong attachments that ensure they feel safe and secure in the nursery.
- Good relationships with parents and highly effective partnerships with other professionals involved with individual children ensure they receive the support they need.

It is not yet outstanding because

- Occasionally, the organisation of circle time is not considered carefully enough to ensure resources and time spent on the activity fully support children's learning.
- Children are not always able to build on their emerging interest in exploring and investigating the natural world because the equipment they need is not available.

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 observed activities in three playrooms and both outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the centre and the early years teacher, and spoke to other staff and children during the inspection.
- The inspector looked at a sample of children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and the improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Lynne Naylor

Full report

Information about the setting

Small Wonders Day Care Nursery and Enhanced Activity Centre opened in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned and run by Small Wonders Day Care Nursery Limited and operates from a single-storey building in the Thatto Heath area of St Helens. Children are cared for across five rooms and have access to two enclosed outdoor play areas. The centre opens five days a week from 7.30am until 6pm all year round, except for Bank Holidays. Children attend for a variety of sessions. There are currently 136 children on roll, of whom 121 are in the early years age range. The setting receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 20 staff working directly with the children. Of these, two hold appropriate qualifications at level 2, 11 hold level 3, two hold level 6 and one has Early Years Teacher status. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- review the organisation of circle-time activities, for example, by considering more carefully the resources provided and the time given to the activity so that learning intentions are met in full
- build on children's interest in exploring and investigating the natural world, for example, by providing equipment, such as magnifying glasses or containers, so they can observe objects closely.

Inspection judgements

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

Staff have a secure knowledge and understanding of how to promote the learning and development of young children. They use information from parents and from other settings that children have previously attended to create a full picture of their abilities on entry. Staff observe and accurately assess children's progress as they play. They identify what children need to learn next and agree the planning for the following week with the room leader. Where ongoing information is provided by parents and other agencies involved with children, it is also included in the individual plans for the child. As a result, experiences effectively meet children's unique needs and challenge them to make good progress. Assessment records show children consistently make good progress and the gap is closing where children's starting points are below others of their age. Children with special educational needs and/or disabilities and those learning English as an additional

language are progressing well towards the early learning goals over time, given their starting points. This is because staff adapt activities and provide individual adult support, where appropriate, to ensure every child can enjoy taking part and achieve well given their own capabilities.

Staff increasingly use a form of sign language to support children's developing English. They also teach children to speak simple French, which raises their awareness of the skills needed to speak more than one language. Staff talk to babies and sing songs and rhymes, which purposefully encourages their speaking and listening skills. Some songs include increasing numbers, which together with toys involving shapes, promote their mathematical development. Children of all ages choose to look at books and listen attentively to stories read to them in small groups. Staff interact well with children and engage them in conversations, which successfully extends their vocabulary and refines their communication skills. Staff keep parents well informed of their children's progress. They do this through daily verbal exchanges and informative written reports, which involves them in their child's learning. Parents spoken to at the inspection feel well informed about what their child has been doing. They regularly receive written summaries of their child's progress. Staff provide parents with a written summary of the progress check for children between the ages of two and three years in an attractive booklet.

The purposeful promotion of children's communication and language skills and their good physical, personal, social and emotional development ensures they have the key skills needed for their future learning in school. When children initiate their own activities, they are successfully enabled to extend their learning. For instance, staff give children time to play uninterrupted, which enables them to follow their interests. As a result, children are able to work well independently and in small groups. However, occasionally the resources provided during circle time and the length of time spent on this activity mean that the learning intention is not always fulfilled, and therefore children's learning is not always promoted as well as possible. Despite this, overall, teaching is good. Children take an interest in shapes. For instance, they join together jigsaw pieces and create patterns as they use objects to print with paint. Children develop good physical skills as they manipulate, roll and cut dough. They enjoy painting and drawing, which effectively promotes their early writing skills and their creativity. Children develop their language skills and play imaginatively in the home area and outdoors as they sit on the train and pretend to go on journeys. Children explore technology as they push buttons on toys to activate sound and light. They are inquisitive and look closely at what they find, such as a worm in the garden. However, children are not able to build fully on this interest as simple equipment, such as magnifying glasses and boxes to look closely at what they find, is not readily available to fully support their investigations.

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

Each child has a staff member who helps them form secure attachments and promotes their well-being and independence. This key person establishes secure emotional bonds with children as they help them settle in and build a relationship with their parents. Parents comment that staff know and understand their children well. Parents are welcome to stay with their children until they are happy and confident, which helps them to settle

quickly. Staff are effectively deployed to meet required ratios and ensure children are supervised and that their care needs are met. Staff interact well with the children. As a result, children are happy, settled and display high levels of self-esteem and a strong sense of belonging.

Staff help children to be independent and encourage them to manage their own personal needs. As a result, children are competent at self-help skills, such as washing their hands. They easily help themselves to toys and books and to water when thirsty. Staff are fully aware of each child's individual health or dietary needs and maintain clear records to ensure that these are addressed appropriately. Lunch is cooked on the premises from fresh ingredients and is nutritionally balanced. Children talk knowledgeably about how different foods support their growth. Experiments, such as blending different fruits into yoghurt and talking about which taste best, spark their interest in healthy foods. Children learn about the care of teeth and how to wash hands. They gain an understanding of the need for physical exercise as part of a healthy lifestyle. For example, they exercise and develop coordination as they complete obstacle courses. They kick, throw and catch balls in the garden.

Children confidently interact with visitors, which demonstrates they feel safe and self-assured. They develop a good understanding of how to keep themselves safe in the sun. Children know that the sun protection cream, provided by their parents, applied carefully during hot weather is to protect their skin. Staff ensure children are appropriately dressed for the warm weather so they do not overheat. Children regularly go to sit in the shade to drink water so they stay hydrated. Interesting visitors, such as fire officers and police officers with horses, engage children in conversation about how to keep safe and how to call for emergency services. Children learn to respect and tolerate each other's differences and display polite, courteous behaviour. Staff praise children and offer rewards that encourage children to behave well, such as stickers and their choice of picture printed from the internet. Children are emotionally well prepared for moving on to school. They talk about their next school and the colour of their uniforms as they look at photographs, and they listen to stories about starting school. Effective partnership working with other professionals and schools ensures all children are fully supported so that they are not disadvantaged.

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

The leadership and management team understand their responsibility to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. The premises are kept secure and the position of the office enables the management team to monitor visitors, parents and children as they arrive and depart. Robust recruitment and vetting, followed by in-depth induction and appraisal, check and monitor each staff member's suitability to work with children. Staff regularly update their safeguarding training, which ensures they are confident about the procedures to follow, should they have any concerns about a child's welfare. There are good arrangements for keeping children safe indoors and outdoors. Staff deploy themselves well to closely supervise children. Indoors, staff ensure children use items, such as

scissors, glue, paint and felt pens, safely and sensibly. In the garden, staff stand at large equipment, such as the climbing frame and trampoline, to ensure children use it safely. Equipment and resources are checked daily for safety and risk assessments are carried out. The premises are spacious and well presented. They provide opportunities for children to make choices and develop their independence and curiosity. A designated parent room and a central area are well resourced and provide additional, comfortable spaces for private meetings and for agencies to work with individual children. The provision of quiet space improves children's ability to concentrate when working with a member of staff or with other professionals, such as speech and language therapists.

Since the last inspection, the arrangements for supervising staff have been reviewed and are now more structured. The manager observes staff teaching and together they identify good practice and areas for their development. Staff have regular supervision meetings with one of the management team, which enables them to reflect on their practices and identify future training needs. Opportunities for staff to develop professionally are good, which in turn enhances the outcomes for children's learning as they put into practice what they have learned. For example, babies investigate a wider range of natural wooden items following staff's specific training on the development of babies. This training increased staff's awareness of the benefits of sensory play to help babies understand the world. Also, following the last inspection, the whole staff group met to share their understanding of the benefits of outdoor play. A review of the outdoor resources led to the purchase of additional items. New resources include bricks for construction and materials for threading and den building. Also, large chalk boards are now attached to the fencing. However, there is scope to further improve learning outdoors as resources for exploring and investigating the natural world are not always accessible when needed. However, indoors, children freely choose activities from a wide range of accessible toys and books. In addition, a key person individually plans activities for each child based on their good knowledge of the child's abilities.

The leadership and management team are committed to continually improving the nursery. They constantly review the quality of their services and drive forward improvement. Any concerns raised by parents are dealt with promptly and a written record is kept of any complaints and their outcome. Parents' opinions are welcomed and the centre uses questionnaires to formally seek a wider range of views. In their drive to provide high-quality care and learning for the children, they monitor the progress of individual children and groups of children. Children with delays in their development that might need more specialist help are swiftly identified. Good quality support is provided for children with special educational needs and/or disabilities through positive links with a wide range of professionals, such as health visitors, speech and language therapists and social workers. Those children who need it benefit from having one-to-one support from a staff member who meets their care needs and helps them to interact with other children and enjoy learning. The staff member visits the new school with the parents and their child to ease their transition. All parents spoken to at inspection are very pleased with the support that staff provide for their children and the progress they are making in their learning. Parents have access to a wealth of information about the centre on noticeboards, in newsletters and in the policies and procedures. Partnerships with parents and external agencies increasingly contribute to meeting children's needs and securing the support they need.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY421911
Local authority	St. Helens
Inspection number	980669
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	136
Name of provider	Small Wonders Day Care Nursery Limited
Date of previous inspection	11/06/2013
Telephone number	07787724988

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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, 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.

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