

# Small Wonders Day Care

89 Bromley Road, LONDON, SE6 2UF

<b>Inspection date</b>	25/11/2014
Previous inspection date	04/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff give children plenty of praise which boosts their confidence and makes them feel happy.
- The quality of teaching is good because staff use children's interests to help them learn. Therefore, children are making good progress.
- Staff have a good knowledge of how to keep children safe.
- Strong parent and external partnerships ensure that children are developing and learning according to their ages and stages of development.

### It is not yet outstanding because

- Occasionally, staff do not organise some group activities to positively engage all children. Therefore, they do not take all opportunities to maximise children's learning at such times.
- Children are not consistently able to extend their awareness of mathematical concepts as numbers are not displayed in the outdoor environment.

## **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.

## **Inspection activities**

- The inspector spoke to parents, children and staff.
- The inspector observed the children playing.
- The inspector reviewed documentation, including policies, risk assessments, assessment materials and qualifications.
- The inspector conducted a joint observation with the manager.
- The inspector toured the premises.

## **Inspector**

Sama Saheed

## Full report

### Information about the setting

Small Wonders Day Care registered in 2006. It is ran by an individual provider and operates from two rooms in a detached house. Children have access to an enclosed outdoor play area. The nursery is situated in a commercial and residential area in the London Borough of Lewisham. It opens each week day from 8am to 6pm, all year round. The nursery is registered on the Early Years Register. There are currently 28 children from birth to five years on roll, some in part time places. The nursery currently supports a number of children who learn English as an additional language and children with special educational needs and/or disabilities. There are eight members of staff, of whom six hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- enhance children's learning during group time by providing a wider range of activities to encourage them to work together
- use number signs outside to enhance children's learning of numbers in preparation for school.

## Inspection judgements

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

Children make good progress because staff plan effectively for their learning. For example, mid-term planning takes account of children's interests, abilities and next stages of learning. Therefore, staff plan purposeful play opportunities which supports all children to learn and develop. Staff interact well with children and encourage them to have a go at activities. For example, when young children play outside they stretch to slot large circular discs into a frame to make rows of four discs. This is because staff motivate them and say 'you can do it', supporting their confidence and promoting children's physical, personal, social and emotional development.

Children who learn English as an additional language progress well because staff actively seeks ways to engage them in learning and play. Staff work with children's parents to gain a selection of key words in children's home language. These words are displayed in the room for all staff to learn. This means that children are developing good communication and language skills which boost their confidence. Where children have speech and language delay, staff work quickly to identify and plan appropriate interventions with parents and external partners. This means that children's needs and any gaps in their

learning and development are effectively are met.

There is a good balance of adult-led and child-initiated activities which supports children's independence and choice in play. The quality of teaching is good because staff know how to link learning to children's interests. For example, when children pretend to make super hero houses with large bricks, staff ask them if their houses are big or small. This helps children to gain good mathematics knowledge in a context that they can understand. However, staff do not as effectively extend mathematics knowledge outside. This is because staff are not consistent in providing opportunities for children to count and use numbers in their play outside. Staff encourage children to select books and read to each other in the outside area. This supports them to develop confidence in communication and language in preparation for school. Children also enjoy a variety of mark making opportunities using various textures and tools including their hands. They enjoy the feel of brown and red paint on their hands and feet as they smile and laugh and print onto paper and foil. This develops their creativity and stimulates their physical senses. However, on occasions, staff do not consistently engage all children during group activities. Therefore, some children lose interest, which affects other children's ability to concentrate and enjoy the activity on offer.

The staff have good relationships with parents which supports children to learn and develop. Reports and daily feedback from staff help parents to know about their children's achievement. Parents share that their children have made great progress in language and social skills since starting the nursery. Parents attend parent's evenings, read nursery newsletters and enjoy going on outings with the nursery staff and children.

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

Staff know children really well because they have secure and close bonds with children. The settling-in procedures allow children to gradually increase their time in the nursery away from their parents. Staff gather a range of information about children including their home routines in order to plan to meet their individual needs. Consequently, children are flourishing as they move independently and freely through the environment knowing that their key person is nearby. When children cry, staff respond in a caring and warm way by giving children cuddles and reassurance. This helps children to be emotionally secure. Staff remind children to share and play together nicely when they display negative behaviour. Staff attend behaviour management training to help children to regulate their behaviour.

Children have frequent and easy access to outdoor play. This enables them to enjoy playing outside in the fresh air and developing their physical skills. This supports children's good health and well-being. Staff provide children with healthy snacks and meals. They encourage children to learn to become independent as they allow children to serve themselves during meal times. Staff encourage the younger children to learn to hold their spoons and feed themselves. Staff gather information from children's records and through discussions with parents to find out about children's dietary requirements. This enables them to ensure that all food children have is suitable for them, meeting any cultural or

dietary requirements. Therefore, children's good health is supported.

Staff help children to with their move to school. They organise displays of local school uniforms with accompanying school pictures. Staff read books to children about going to school. This helps children to begin to learn what going to school means that helps to develop their confidence as they move onto the next stage of their learning and development.

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

The provider has a good knowledge of the legal requirements of the Early Years Foundation Stage. Staff are aware of the procedures to follow if they have concerns about children in their care. Staff frequently attend safeguarding training, which helps to keep their knowledge current. There is an effective whistleblowing policy that ensures that staff can pass on any concerns they have anonymously to protect children. Recruitment procedures check that staff are appropriately qualified and suitable to work with children, including checks through the Disclosure and Barring Service. The provider has strengthened procedures to ensure that children are never left unsupervised. Therefore, children's safety and welfare is promoted.

Children's safety is of paramount importance to staff as they carry out daily risk assessments which cover the indoor and outdoor environments. Entry and exit to the nursery is secure with an external gate, plus lobby and street doors to ensure that children do not leave the premises unsupervised. Visitors and parents are required to sign in and out of the nursery to ensure children's safety.

Induction processes ensure that staff have a good understanding of their roles and responsibilities, including the promotion of children's safety. The manager supports and monitors staff performance through regular informal supervisions. An open door policy means that staff can meet and discuss issues with the manager when they arise. Staff work well with the manager to identify their strengths and weaknesses and then select the training that meets their needs. For example staff attend behaviour management training which gives them confidence to improve their communication with children. The management team make regular spot checks on the quality of staff's teaching practices to ensure that children's learning and development outcomes are consistently improving.

Children who learn English as an additional language and special educational needs and/or disabilities are making good progress because staff work closely with parents and external partners to meet children's needs through early intervention. The manager has a good working relationship with the local authority, which enables her to seek support and advice on how to improve the quality of the nursery. She has used the local authority early years toolkit to evaluate and reflect on the effectiveness of the educational programmes and provision for children. Therefore, identifying strengths and weaknesses to be able to make plans for improvement. For example, she has seen that it is important to support children to be more involved in looking after their environment which helps to provide children with a sense of belonging and responsibility. Self-evaluation is continuous and takes into account the views of the children, staff and parents.

Parents comment that the staff have made a real difference to their children's lives. For example, the staff have introduced a doll that each child gets to take home and photograph in their home environment. These photographs are shared with children in the nursery which encourages good parent participation and learning for children. Parents also attend school trips with the nursery, such as going to central London attractions. The close relationship between parents and the staff ensures that children are succeeding.

## 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

<b>Unique reference number</b>	EY338918
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	828337
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Small Wonders Daycare Limited
<b>Date of previous inspection</b>	04/10/2010
<b>Telephone number</b>	0208 695 6675

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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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