

# Small Wonders Day Nursery And Out Of School Club

2a Eastwood Road, Oundle, Peterborough, Cambridgeshire, PE8 4DF

## Inspection date

9 April 2015

Previous inspection date

26 April 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Children's successful learning is superbly fostered. Calm, child-focused learning environments and very high-quality resources support their growing individuality, curiosity and imaginations.
- Child protection and safeguarding are prioritised. All adults are trained and are vigilant and proactive, ensuring that children learn in a highly safe, secure environment.
- The absolute determination to continuously improve the nursery and children's experiences are achieved through in-depth reflection and analysis. The dedicated team are determined to ensure that all children get the very best out of their time in the nursery.
- Parents are valued partners in their children's learning. The nursery offers parents' evenings, workshops and stay and play sessions to include them in their children's experience and promote ways to further support learning at home.
- Babies receive nurturing attention and gurgle with delight, as trusted adults scoop them up for a cuddle and offer them warmth and comfort, when they need reassurance and as they go to sleep.
- The nursery attach great importance to children's understanding of different festivals. Whole nursery meals, such as a roast dinner at Easter, help them learn how we celebrate special events and the importance of mealtimes as social occasions.
- Children are superbly prepared for school. They benefit hugely from time spent in the focused activity room where they learn skills that help them make a successful transition to their formal learning.



## **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 outdoor learning further to create a highly stimulating environment by introducing play based around the use of natural resources, for example, by adopting aspects of the Forest School's ethos.

## **Inspection activities**

- The inspector had a tour of the setting with the deputy manager.
- The inspector observed activities taking place throughout the day and made an evaluation of teaching practice seen with the manager.
- The inspector held meetings with the manager and spoke with adults and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies, procedures and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of adults working within the nursery and the provider's self-evaluation evidence.
- The inspector took account of the views of parents spoken to on the day and through written survey responses.

## **Inspector**

Deborah Hunt

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The exceptional teaching at this superb nursery offers children excellent, individualised learning opportunities. Their progress is precisely monitored, ensuring that any gaps in learning are promptly identified and addressed. Each key person plans and assesses the progress of children in their care, in close partnership with parents, to reflect their activities at home and promote continuity in their learning. All children are eager, motivated and enjoy learning through the strong focus on making learning fun. Babies create 'wiggly worms' with gloop by pushing spoons through it, increasing their manual dexterity. Toddlers are captivated as an adult creates a magical experience by asking if they know what is in her hands. They peer intently as she tells them it is a fish and try to guess if it is a shark or whale. As she describes its size and colour their eyes widen in awe and wonder, completely entranced by her rich use of language. Older children make excellent use of modern technology as they search for songs to sing. A favourite song about the planets sparks their enthusiastic, extensive exploration of the planetary system.

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

A welcoming, inclusive atmosphere fills the whole nursery, ensuring that children settle easily. Warm, interactive and responsive adults provide intuitive support, helping children develop trusting relationships. Adults superbly promote their spiritual, moral, social and cultural development. Children explore the 'feelings tree' helping them to make sense of other emotions. Babies practise new skills as they fasten the safety belt in their low chair and adults celebrate their achievement through praise and associated language. Toddlers relish their increasing independence. They source their own activities, beam as they successfully dress themselves and show immense pleasure as they celebrate solving simple problems. Older children immerse themselves in activities that are exceptionally well suited to their specific needs. School-age children snuggle under blankets on squashy sofas, relaxing after the rigours of their school day. However, children's outdoor learning does not currently include enough play based around the use of natural resources.

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

The dedicated professionalism of managers is evident throughout this nursery. Rigorous recruitment, induction, supervision and monitoring ensure that adults working with children are perfectly suited to their roles. Continuous training and development are considered paramount. Adults visit centres of excellence and always share new knowledge gained during their regular team meetings. Adults confidently demonstrate an in-depth understanding of their responsibilities and are very knowledgeable about the learning and development requirements of the Early Years Foundation Stage. They skilfully interpret what children need to maximise their learning. Partnership working is securely embedded within practice. Parents are recognised and valued as children's first and most enduring educators. Adults work closely with external professionals, other early years providers and schools to ensure children receive a first class, meaningful and consistent experience.

## Setting details

<b>Unique reference number</b>	EY269478
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	860732
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	105
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Small Wonders Day Nursery Ltd
<b>Date of previous inspection</b>	26 April 2011
<b>Telephone number</b>	01832 274929

Small Wonders Day Nursery Limited was registered again in 2012 under new ownership. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications, including one who holds Early Years Teacher status. The nursery opens Monday to Friday from 7.30am to 6pm for 51 weeks of the year, closing for bank holidays and the Christmas week. They support a small number of children with special educational needs and/or disabilities. The nursery provides funded early education for two-, three- and four-year-old children.

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