

# Small Wonders Day Nursery

Tavistock Road, Springfield, CHELMSFORD, CM1 6JN



<b>Inspection date</b>	28 October 2015
Previous inspection date	13 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have a good knowledge of how children learn. They support children's communication and language skills well. They speak clearly, give children time to respond to questions and add new words into their vocabulary. All children make good progress given their starting points and capabilities.
- Staff provide a welcoming and friendly environment where children form close bonds with their key person, other staff and each other. Children develop high levels of confidence and self-esteem in their play as they feel happy and secure in their surroundings.
- Staff implement a strong focus on children leading healthy lifestyles. The nursery cook prepares home-made meals from scratch and is astutely aware of all the children's dietary requirements and allergies. She also prepares recipes for parents so they can prepare healthy meals at home.
- The management team's self-evaluation is accurate and forward thinking. They are committed to improving the quality of care and learning provided. The views of parents, children and other professionals are valued and included in the challenging but achievable targets for improvement.

### It is not yet outstanding because:

- Staff do not always explore every opportunity to fully engage all parents in their children's learning at the setting and at home.
- Staff sometimes miss opportunities to further enthuse and motivate children to become more curious about the world around them and to think more critically.

## What the setting needs to do to improve further

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

- enhance partnerships with parents so that they have more opportunities to contribute to and support their children's learning at the nursery and at home, enabling all children to make the best possible progress
- provide children with even more opportunities to become more enthused and motivated about the activities they are taking part in, so they learn more about the world around them and think more critically.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with a senior member of staff.
- The inspector held a meeting with the nursery managers and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Daniella Tyler

## Inspection findings

### Effectiveness of the leadership and management is good

The management team has a good understanding of the Early Years Foundation Stage requirements and implements them well. The arrangements for safeguarding are effective. Staff have a good knowledge of child protection procedures. They can identify the possible indicators of abuse and know the appropriate action to take if they have concerns. The management team has high expectations of staff and supports them with regular reviews of their practice. They motivate and encourage staff to achieve higher qualifications and attend regular training. Staff form positive partnerships with other early years settings and schools. They regularly share information about children's learning and development to provide a high level of consistency for the children. Staff form positive relationships with parents and regularly update them on their children's progress. However, they have not fully explored how they can engage all parents in their children's learning at nursery and at home.

### Quality of teaching, learning and assessment is good

Staff get to know the children well through regular observations and accurate assessments of their capabilities. They use this information to plan activities that are tailored to the children's individual needs and interests. Children are confident communicators. They express their needs to staff and engage in positive social interactions with their peers. Staff skilfully engage really young children, effectively supporting their physical, emotional and language development. Older children develop their small physical skills during craft activities. They learn to use scissors and manipulate different materials. However, staff sometimes overlook chances to further enthuse and excite children about the activities. They miss opportunities to further develop their understanding of the world and critical-thinking skills.

### Personal development, behaviour and welfare are good

Children experience a smooth move from home to nursery. Staff obtain a wide range of information from parents about children's care needs so they can replicate routines and support children to settle well. Staff provide a well-resourced environment and effectively support children's independence. Children are provided with choices in their play and attend to their own self-care needs. Staff have high expectations of children's behaviour. They set clear, age-appropriate boundaries and gently remind children of these throughout the day. Children have many opportunities for fresh air and physical exercise. They access the garden daily and take part in sports activities regularly.

### Outcomes for children are good

All children make good progress in all areas of learning. They are well prepared for the next stage in their learning, including the move to school. Disabled children and those with special educational needs are supported well to make good progress. Staff build effective partnerships with outside agencies to ensure that children are provided with the support they need. The management team effectively checks all children's progress to identify emerging gaps so they can provide the appropriate support.

## Setting details

<b>Unique reference number</b>	EY453646
<b>Local authority</b>	Essex
<b>Inspection number</b>	1028162
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	46
<b>Number of children on roll</b>	128
<b>Name of provider</b>	Small Wonders Day Nurseries Ltd
<b>Date of previous inspection</b>	13 March 2013
<b>Telephone number</b>	01245493437

Small Wonders Day Nursery was registered in 2012 and is one of two nurseries that are privately owned and managed by Small Wonders Day Nurseries Ltd. It is based next to Tyrrells Primary School in Springfield, Essex. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of disabled children and those with special educational needs. The nursery also runs a before- and after-school club and holiday club. Session times are flexible and run on an ad hoc basis.

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