

Inspection date	1 June 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Recruitment procedures are not effective. Checks carried out by the provider are not rigorous enough to ensure that staff are suitable to fulfil the requirements of their role.
- Staff do not obtain written permission from parents each time a child needs medication. Records of medicines administered are not always complete and shared with parents.
- Observations and assessments of children's learning are not used effectively. Activities and experiences provided for children do not always meet their individual learning needs. Activities do not always appeal to children or encourage them to engage deeply in their learning. Children are not supported to make the best possible progress.
- Staff have low expectations of children and do not always address poor behaviour. Boundaries for children and strategies for managing their behaviour are not consistent.
- Self-evaluation is not rigorous. Although managers and staff reflect on practice, they have not identified and addressed breaches to statutory requirements and significant weaknesses in practice.
- Arrangements for the supervision of staff do not focus on improving their knowledge, understanding and practice. The quality of teaching is variable.

It has the following strengths

- Staff are kind and caring towards children and offer them plenty of praise, helping to promote children's emotional well-being and self-esteem.
- Parents praise the friendly staff and discuss their child's learning with them.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ implement effective and robust recruitment procedures to ensure that staff and any other persons likely to have regular contact with children are suitable	09/06/2017
■ ensure that medication is only administered where written permission has been obtained from parents for that particular medication, and that details of all medication administered are recorded in writing and shared with parents	09/06/2017
■ use observations and assessments effectively and ensure that planning for children's learning and development consistently reflects the individual needs and stage of development of all children	30/06/2017
■ provide opportunities for children to lead their own learning, be creative, explore and engage effectively in purposeful play.	30/06/2017

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

- raise expectations for children's behaviour and support them more consistently to learn about self-control, cooperation and respect for others
- strengthen the arrangements for self-evaluation to help to identify and address weaknesses in practice more swiftly and effectively
- improve the arrangements for the supervision of staff and support them to build on their skills and knowledge and improve the quality of teaching.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed staff and children during activities. She assessed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint observation of an activity with the nursery manager.
- The inspector held a discussion with the providers, one of whom is also the nursery manager. She looked at relevant documents including evidence of suitability checks carried out on staff and safeguarding policies and procedures.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The providers do not fulfil their responsibility to implement a safer recruitment process. Staff suitability is not checked thoroughly to ensure all staff working with children are suitable to do so. The providers do not check the identity and employment history of new employees and do not obtain employment references. This significantly compromises the safety and welfare of children. Procedures for managing medication are inadequate. Staff do not obtain written consent before administering medicines to children. Details of medicines administered to children are not always recorded and shared with parents. Evaluations of practice are weak and do not identify priorities for development and improvement. Most staff are qualified and have attended some mandatory training, such as first aid. However, arrangements for supervision and continued professional development do not address weaknesses in knowledge and skills and do not help to improve the quality of teaching. Educational programmes are planned around topics and themes such as seasons and incorporate children's interests. However, teaching is not focused on what children need to learn next to help them to make better progress. Staff share some information with other providers that generally helps to support children's emotional well-being at times of change, such as when they start school.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. There are few opportunities for children to be creative, explore and investigate because activities that encourage these skills are time limited. For example, children very much enjoy filling and emptying containers in a sand tray. However, this is removed from the room to fit in with routines. Staff observe children at play and accurately assess what they need to learn next. However, these observations are not used effectively and teaching does not focus well enough on helping children to make the best possible progress. Group activities do not always meet the varied needs of the age range of children attending. Staff show some understanding of how to promote children's learning through positive interactions as they play alongside them. Children enjoy using puppets and props as they sing. Staff encourage children to use simple sign language which helps to support their developing communication skills. Staff teach children about numbers and counting as they play with dominoes. Toddlers develop strength and coordination as they climb and run outdoors.

Personal development, behaviour and welfare are inadequate

Children's welfare is compromised significantly because recruitment procedures are not rigorous enough to ensure the suitability of all people working in the nursery. Children's good behaviour is not promoted effectively. Staff do not always enforce the rules they have created for the nursery. For example, children who shout at each other are overlooked and not supported to resolve their conflict. Activities and resources provided do not always engage children's attention and they become easily distracted. Disruptive behaviour following lunch is dismissed by staff because they say the children always get excited after they have eaten. Staff do not always expect or encourage children to listen, pay attention and follow instructions. Children are not supported to develop positive

attitudes and behaviours in preparation for moving on to school. Children benefit from fresh air and exercise during daily outings in the community. However, their health, safety and well-being are not adequately promoted because the requirements for the safe administration of medication are not fully understood and implemented.

Outcomes for children require improvement

Children make typical progress in their learning, despite weaknesses in teaching. Most children achieve levels of development expected for their age. However, the lack of focus in staff's teaching means children are not challenged and supported well enough to make the best possible progress in their learning. Children acquire some of the skills they need to move on in their learning and for their eventual move on to school. For example, babies develop their independence as they feed themselves and older children develop early number and writing skills.

Setting details

Unique reference number	EY499154
Local authority	Middlesbrough
Inspection number	1042965
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	23
Name of registered person	Childcare Setting Partnership
Registered person unique reference number	RP900826
Date of previous inspection	Not applicable
Telephone number	07852203914

Little Wonders registered in 2016. The setting employs four members of childcare staff, of whom three hold a childcare qualification at level 3 or above. The setting opens Monday, Tuesday, Thursday and Friday for 47 weeks of the year. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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