

# Small Wonders Day Care

89 Bromley Road, London, SE6 2UF



## Inspection date

26 January 2018

Previous inspection date

25 November 2014

| The quality and standards of the early years provision | This inspection:     | Requires improvement | 3 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Good                 | 2 |
| Effectiveness of the leadership and management         |                      | Requires improvement | 3 |
| Quality of teaching, learning and assessment           |                      | Requires improvement | 3 |
| Personal development, behaviour and welfare            |                      | Good                 | 2 |
| Outcomes for children                                  |                      | Requires improvement | 3 |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager does not maintain written records of all complaints received, as required. Therefore, she is unable to show how these were acted on.
- There are no systems to ensure that staff complete the required progress check for all children between the ages of two and three years. Consequently, some children have not had a review, to identify their strengths and any gaps in their development.
- The quality of staff's interactions with the children is sometimes inconsistent across the team. Some staff do not always use their knowledge of children's abilities and interests to build on play experiences and further support their learning.

### It has the following strengths

- Children establish secure attachments to the staff from the start and enjoy their company. The staff are kind, caring and sensitive. They recognise situations when children may need extra support and offer lots of cuddles and reassurance when needed. This helps children to develop confidence and a sense of self-esteem.
- Partnerships with parents are well developed. There is an ongoing exchange of information regarding children's development and care needs, helping to ensure a consistent approach. Staff support families to continue children's learning at home.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

|   | <b>Due Date</b> |
|---|-----------------|
| ■ keep a written record of any complaints and their outcomes                            | 01/03/2018      |
| ■ complete the progress check for all children between the ages of two and three years. | 01/03/2018      |

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

- build on staff's teaching skills and the quality of their interactions with children so that they consistently extend children's learning as they play.

### Inspection activities

- The inspector observed interactions between the staff and children in the inside space and outside environment.
- The inspector carried out a joint observation with the manager.
- The inspector talked to parents and children and considered the views of parents from written feedback.
- The inspector viewed a range of documentation, including staff records.
- The inspector spoke to key people and viewed developmental information regarding children's progress.

### Inspector

Amanda Vidler

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager does not keep the required written records of complaints and their outcomes. Therefore, she is unable to demonstrate how she investigated and responded. Safeguarding is effective. The manager ensures that staff know of indicators which may cause concern and understand how to record and report any concerns. This helps to ensure that children are kept safe and their welfare is protected. The manager monitors staff's practice. She recognises the impact that developing staff's skills can have on practice and she supports staff to attend regular training. She has identified that some staff need further support to consistently make the most of their involvement in children's play. The manager works with the staff, parents and other professionals to help her evaluate and review the service she provides. She has recognised some areas for development and worked to make appropriate changes to enhance provision.

### **Quality of teaching, learning and assessment requires improvement**

Staff have reviewed and enhanced their processes for assessing children's learning and development. They carry out regular observations and recognise children's achievements. Staff plan purposeful experiences to help children develop key skills. However, they do not ensure that they complete a progress check for all children between the ages of two and three years. There is confusion among staff regarding whose responsibility it is to carry out these checks. The deputy manager uses a newly developed system to monitor children's progress. She recognises gaps in progression and works with staff to target these. She plans to extend this process to give more focused support to specific groups of children, as needed. Some staff support children's learning effectively. For example, they ask questions to encourage children to use their developing speech and language skills to talk about stories and add their own ideas. However, this is inconsistent across the staff team. Some staff do not always engage as well as they could in children's play to support children's learning further.

### **Personal development, behaviour and welfare are good**

Staff provide a welcoming environment which supports children to be independent and to manage their own personal care needs. For example, babies start to feed themselves at snack time and toddlers are encouraged to hand out plates and serve themselves. Staff are positive role models and, overall, children behave well. They use good manners without reminding. Children are well supported to develop an understanding of their own feelings. For example, staff use pictures to encourage the children to talk about how they are feeling and consider why they are feeling happy or sad.

### **Outcomes for children require improvement**

Children make steady progress from their starting points. From a young age, children practise skills to support their future learning. For example, young children use their senses to explore simple wooden shapes. Older children use their developing mathematical knowledge to name shapes, such as diamonds and hexagons. However, not all children are strongly supported to help them to make the best possible progress.

## Setting details

|  |                               |
|--|-------------------------------|
| <b>Unique reference number</b>                   | EY338918                      |
| <b>Local authority</b>                           | Lewisham                      |
| <b>Inspection number</b>                         | 1070809                       |
| <b>Type of provision</b>                         | Full-time provision           |
| <b>Day care type</b>                             | Childcare - Non-Domestic      |
| <b>Registers</b>                                 | Early Years Register          |
| <b>Age range of children</b>                     | 0 - 4                         |
| <b>Total number of places</b>                    | 25                            |
| <b>Number of children on roll</b>                | 40                            |
| <b>Name of registered person</b>                 | Small Wonders Daycare Limited |
| <b>Registered person unique reference number</b> | RP527632                      |
| <b>Date of previous inspection</b>               | 25 November 2014              |
| <b>Telephone number</b>                          | 0208 695 6675                 |

Small Wonders Day Care registered in 2006. The setting is situated in the London Borough of Lewisham. It opens each weekday from 8am to 6pm all year round. There are 11 members of staff, seven of whom hold appropriate early years qualifications at level 3 or above, including the manager who has a level 4 childcare qualification. The setting is in receipt of early education funding for two-, three- and four-year-old children.

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