

Small Wonders Day Nursery

Tavistock Road, Springfield, CHELMSFORD CM1 6JN



Inspection date	4 February 2019
Previous inspection date	28 October 2015

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

Summary of key findings for parents

This is a provision that requires improvement

- Staff's implementation of hygiene procedures is weak. This means children's ongoing good health is not promoted effectively.
- The provider does not target the professional development for staff well enough to identify and address their ongoing training needs. The systems for reflective practice do not always help to identify clear priorities for improvement within the nursery.
- Children's starting points do not include information provided by parents and ongoing assessments are not reviewed frequently. This means that planning for learning is not always based on what children know and can do. Staff do not make the most of their good relationships with parents to support them to complement and extend their children's learning at home.

It has the following strengths

- Risk assessments of the premises and outings are carried out. This helps the manager to identify and minimise any potential hazards to children. Daily checks also help to ensure the premises remain safe.
- Parents report that staff provide them with feedback about children's care, such as what their child has eaten. Children talk about how much they like to do painting when they come to nursery.
- Children build relationships with staff. For example, babies spontaneously cuddle up to their key person as they prepare to listen to a story. Older children are keen to invite staff to be a part of their games and look to them for support when needed.

What the setting needs to do to improve further

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

	Due date
provide effective supervision, coaching and training that improves staff's skills and knowledge, to meet children's individual needs and help them make good progress	04/03/2019
ensure that all staff comply with health and hygiene requirements to prevent cross-infection and promote children's good health.	04/03/2019

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

- review systems for initial and ongoing assessments to accurately monitor and track children's progress, and use this information to swiftly identify and address emerging gaps in their achievement
- enhance the strategies that are in place to support parents to complement and extend their children's learning at home
- strengthen current systems for reflection, to identify clear and precise priorities for improvement that help drive standards higher.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the provider, manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the provider, manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussion provided at inspection.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of leadership and management requires improvement

There are some systems in place to monitor staff performance. However, these are not rigorous enough to support staff to improve the quality of their teaching. Safeguarding is effective. Appropriate training in this area is provided for all staff. They are aware of what to do if they have any concerns about a child. All required records are in place and maintained. Staff are deployed well and their ongoing suitability is monitored. Staff supervise children effectively and promote their safety.

Quality of teaching, learning and assessment requires improvement

Children have access to a sufficient range of toys and activities. However, teaching does not constantly support all children to make good progress. In the toddler room, staff consistently direct children's play. As a result, children's ability to make choices and decisions or to develop and explore their ideas is hampered. Young children attempt to initiate imaginary play using a frying pan and stones. However, staff interrupt, telling them what to do next, such as 'make a pancake'. They then direct play even further by taking items away from children and placing them in a toy oven. Babies show interest in the activities on offer. They develop coordination as they learn how to build a tower using wooden bricks.

Personal development, behaviour and welfare require improvement

Children enjoy spending time outside in all weathers. They have fun taking part in physical play opportunities. For example, they learn how to use their feet to push or pedal bikes along, helping them to develop balance and coordination. Older children show that they are confident and independent. They are supported to make choices and do things for themselves, such as serve their own snack. Staff do not always promote children's good health. For instance, they do not ensure that hygienic procedures are implemented before and after each nappy change. In addition, some toys used by children in the toddler room are showing wear. Children's behaviour is good. Very young children respond well to gentle reminders about staying safe as they attempt to climb onto a table. Older children show that understand and can cooperate with boundaries and routines throughout the day.

Outcomes for children require improvement

Children generally reach typical levels of development for their age and therefore, gain the basic skills needed in preparation for their eventual move on to school. However, they are not making the best possible progress. This is because teaching is not consistently good. In addition, assessments throughout the nursery are not always accurate. This means that information about children's learning and development is too unreliable to have a clear and accurate view of each child's actual progress.

Setting details

Unique reference number	EY453646
Local authority	Essex
Inspection number	10092865
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 10
Total number of places	46
Number of children on roll	108
Name of registered person	Small Wonders Day Nurseries Ltd
Registered person unique reference number	RP910814
Date of previous inspection	28 October 2015
Telephone number	01245493437

Small Wonders Day Nursery registered in 2012. It is one of two nurseries that are privately owned and managed by Small Wonders Day Nurseries Ltd. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year, except for one week at Christmas. Sessions are from 7.30am until 6.30pm. In addition, there is a before- and after-school club and holiday club. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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