

# Small Wonders

115 Church Road, Haydock, ST. HELENS, Merseyside WA11 0JU



<b>Inspection date</b>	26 February 2019
Previous inspection date	11 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- The nursery is extremely welcoming and inclusive. Well-qualified staff follow children's interests effectively. They offer an abundance of praise and encouragement to children to help them develop a positive approach to learning.
- Children make good progress. Staff make effective use of their observations and accurate assessments to help to plan engaging activities that support what children need to learn next.
- The management team demonstrates a strong commitment to raising standards to an even higher level. They are passionate and enthusiastic practitioners who lead a dedicated staff team. Incisive and purposeful evaluation helps to identify what improvements they need to make next and includes the views of parents and staff.
- Very strong relationships are fostered with parents, who are extremely complimentary about the nursery. Staff use a variety of methods to share information that include newsletters, play-and-stay sessions and parent information evenings. This helps to ensure that parents are fully involved in their child's learning and development.
- The management team monitors children's individual progress extremely well. However, they are yet to apply the same detailed analysis to different groups of children.
- Occasionally, staff do not maximise opportunities to extend and challenge children's learning.
- Occasionally, staff do not allow children to act upon the choices that they make when they are asked to decide what they would like to do.

## What the setting needs to do to improve further

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

- develop the monitoring of children's progress to include a detailed analysis that focuses on the progress that different groups of children make
- extend the level of challenge in activities for the most able children to help them make the best possible progress
- enable children to consistently act upon their choices when they are asked to decide what they would like to do next.

### 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 one of the nursery managers.
- The inspector held a meeting with the manager, deputy manager and area manager. She looked at relevant documentation, such as the nursery's development plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team regularly questions staff to ensure they understand their role and responsibility in protecting children from harm. Managers closely monitor staff practice and discuss strengths and areas for improvement to support staff and their continuous professional development. Regular meetings provide opportunities for staff to discuss children's progress, identify training needs and develop individual action plans. Staff are encouraged to undertake training to help them support children effectively. For example, staff in the baby room have attended specific training to support them in their role and staff working with older children have completed behaviour management training.

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

Overall, the quality of teaching is good. Babies are provided with a wealth of experiences that support their sensory development. They enjoy exploring textures and playing with sand and water. Staff skilfully develop babies' emerging language as they use single words and repetition to build on their understanding. Staff working with toddlers encourage young children to begin to make marks as they use paint and chalk. They spend time using play dough and use tools with increasing confidence as they roll and squeeze the dough to make shapes. Older children are excited to hunt for 'bugs' in the garden. They make marks for a purpose as they record their findings and talk about the insects they have found. Staff skilfully ask questions that encourage children to think critically. Children of all ages begin to use number names as they play. For example, as children build towers, staff support them to count how many blocks they have. Children enjoy creating their own pictures of insects using collage materials, glue and paint.

### Personal development, behaviour and welfare are good

Children are happy and settled in the nursery. Staff obtain detailed information about children's needs and existing abilities when they first start. This helps to promote children's emotional well-being. Children develop secure and positive relationships with staff through the highly effective key-person arrangements. Children demonstrate good levels of behaviour. They follow 'golden rules' and are supported by staff who offer clear and consistent reminders. Children have daily opportunities to develop their physical skills in the well-resourced outdoor areas. They climb and balance on equipment and negotiate the space available as they operate wheeled toys. Children develop an understanding of the importance of leading a healthy lifestyle. They brush their teeth regularly and follow good hygiene procedures throughout the day.

### Outcomes for children are good

All children, including those in receipt of additional funding and those with special educational needs and/or disabilities, make good progress in their learning. The special educational needs coordinator is knowledgeable in her role. She supports staff to swiftly identify any additional support that may be required to help children to catch up with their peers. Older children develop a range of skills that prepare them well for starting school. They have good concentration skills and listen to one another in group activities. Younger children play collaboratively and follow the instructions given by staff.

## Setting details

<b>Unique reference number</b>	EY392745
<b>Local authority</b>	St Helens
<b>Inspection number</b>	10074246
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	127
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Small Wonders Day Care Nursery Limited
<b>Registered person unique reference number</b>	RP905820
<b>Date of previous inspection</b>	11 April 2016
<b>Telephone number</b>	01744627925

Small Wonders registered in 2009. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. It also operates a breakfast club from 7.30am until 8.45am, an after-school club from 3pm until 6pm, and a holiday club from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. There are 18 staff who work with the children: 13 hold appropriate early years qualifications above level 3.

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