

Small Wonders Day Nursery

Tavistock Road, Springfield, CHELMSFORD CM1 6JN



Inspection date	13 August 2019
Previous inspection date	4 February 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Since the last inspection, the manager has worked closely with the owner and colleagues to make improvements and raise the quality of the provision. Detailed action plans have been implemented to reflect on current practice and to drive improvement. The management team has started to gradually introduce changes and show a commitment to sustaining these improvements.
- Children are cared for in a very safe environment. For example, staff are vigilant about locking gates to keep the outdoor area secure. They talk to the children about why this is necessary and support their developing understanding of how to keep themselves safe.
- Home learning strategies, such as story bags and 'Travelling Ted', have been introduced to extend children's learning at home and to involve parents even more.
- Children develop a real sense of security. Older children confidently access the available resources and make choices about their own play. Younger children seek out their key person for cuddles and comfort.
- Staff act as positive models. They treat children with kindness and respect. Children play cooperatively and form good friendships.
- Although professional development opportunities have increased these are not precisely focused to consistently raise the quality of teaching to an even higher level.
- Older children have access to a wide range of materials to spark their curiosity and wonder. However, babies and toddlers have fewer opportunities for play experiences that enable them to experiment and explore with all their senses.

What the setting needs to do to improve further

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

- sharpen the focus of staff supervision and the professional development programme to offer opportunities for staff to develop their practice even further
- increase opportunities for babies to explore a wider range of resources to further develop their sensory awareness and experiences during play.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector met with the management team, including the nursery owner.
- The inspector looked at a range of documentation, such as action plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.

Inspector

Fiona Sapler

Inspection findings

Effectiveness of leadership and management is good

Staff deployment is organised to ensure children are well supervised and required ratios are maintained. Safeguarding is effective. Staff are confident to follow procedures if they have concerns about a child. They are aware who to contact and relevant telephone numbers are easily accessible. Initiatives have been introduced for staff to evaluate their own practice. They reflect on the quality of their work and discuss this with their room leaders to help them recognise strengths and potential areas for development. The management team shares the nursery's aims and vision at regular staff meetings. This contributes to a consistent approach to implement and maintain improvements.

Quality of teaching, learning and assessment is good

Staff meet daily to discuss and plan the environment and activities in their allocated rooms. This helps them consider how children's everyday experiences are meaningful and meet their needs and interests. Staff provide older children with challenges to develop their problem-solving skills. For example, they encourage children to work out how to make a structure of planks and crates more stable. Children test their ideas until they are satisfied they can use the obstacles safely. Pre-school children excitedly search for spiders and different types of flowers. They have a list of words and pictures to tick off what they find. This contributes to enhancing their early reading and mark-making skills. Children intently study an earwig with a magnifying glass. Staff extend this activity by sensitively asking them what they already know about earwigs. Younger children are fascinated by a jelly activity and copy the adult, squeezing it through their hands.

Personal development, behaviour and welfare are good

Staff support children's independence well. Older children serve themselves at teatime and wash up their cups and plates after snack. Transitions within the nursery are planned and managed to support children's emotional well-being. Children visit the next room gradually to help them settle. Parents are closely involved. For example, they meet with their new key person and discuss their child's individual needs. This process contributes to children feeling comfortable and secure. Staff working with babies quickly respond to their needs and instinctively provide comfort and reassurance. Children gain a good understanding of how to keep themselves healthy. They discuss the relevance of a balanced diet and have plenty of opportunities to play outdoors. Staff implement effective strategies to ensure children are cared for in a hygienic environment. For example, they have introduced cleaning checklists and regularly audit resources to make sure they remain safe and suitable.

Outcomes for children are good

Children make good progress and are well prepared for their next stage of learning. Older children especially enjoy being outside and make their own discoveries using natural materials. Babies love to look at books and snuggle comfortably in a practitioner's lap to listen to a story. Toddlers rhythmically play an instrument and sing along. Pre-school-age children learn basic mathematics when they match number symbols and count together to start a race.

Setting details

Unique reference number	EY453646
Local authority	Essex
Inspection number	10098630
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	4 February 2019
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 10 members of childcare staff. Of these, seven 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

