

Inspection of Little Wonders Childcare

128 Hollowfield, Coulby Newham, Middlesbrough, Yorkshire TS8 0RS

Inspection date:

18 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy the cosy and caring environment in the setting. They demonstrate that they feel happy, emotionally secure and safe. Staff form strong bonds with the children in their care and they meet their needs well. They consistently praise children's efforts and interact positively with them. Staff have high expectations of behaviour. Children behave well and find security in knowing what is expected of them. Children of mixed ages play alongside each other and enjoy each other's company. This promotes their social skills. Older children sit with younger children and look at picture books together.

Staff provide children with a vibrant well-resourced indoor learning environment. This motivates children to play and promotes their physical well-being. Younger children enthusiastically explore their environment. They enjoy exploring sensory materials and complete puzzles. Older children excitedly serve their friends lunch in the role-play area. Staff support children to develop their small-muscle skills as they manipulate dough. Children enjoy taking part in yoga sessions. This helps to develop their balance and coordination. Despite accessing this good indoor environment, staff do not provide access to a quality outdoor provision to further support children's learning.

What does the early years setting do well and what does it need to do better?

- Staff plan indoor activities to enhance children's learning. Children describe and recall events and characters in a popular story about a bear. They enjoy making marks and use skills, including cutting and sticking, to construct their own story books. This represents their understanding about the story.
- There are some good opportunities for children to develop their language skills. Babies and toddlers investigate seeds, cereals and sensory bottles in the tuff tray. Older children are encouraged to explain their feelings and say what makes them feel a certain way. However, staff do not always allow children enough time to think and respond to questions. This does not support children sufficiently to develop their own thinking skills.
- Some staff are able to explain what their key children know and need to learn next. They plan activities to help them to achieve these next steps. However, there are other staff who are less confident in supporting children's learning. Consequently, they do not plan activities to support these children to make good progress. Progress throughout the setting is variable.
- Children are beginning to form friendships. They use their friend's names and are delighted when the doorbell rings. They jump up excitedly to see which child has arrived.
- Partnership with parents is good. Staff and parents work well together to provide flexible settling-in arrangements. This helps children when they move

between home and nursery. Parents are complimentary about the care and education their children receive. They praise staff for their communication and the support offered to them. Staff share activities with parents to help them to further support their children's learning at home.

- Children learn how to keep themselves healthy. Staff prepare a varied menu of nutritious meals and snacks. Children learn how to wash their hands before meals and after using the toilet. This helps to keep them healthy and safe.
- Some staff demonstrate a limited general knowledge of other faiths, cultures, traditions, stereotypes and beliefs. This does not support children to develop an understanding of diversity in the wider world.
- The experiences and support that staff offer to help children's personal development is variable. Staff are very attentive in one-to-one and small-group situations. However, they often do too much for the children, rather than promoting their independent learning.
- Providers reflect on the quality of the provision to identify and make improvements. There are plans to develop the outdoor area to further support children's learning across the curriculum.
- The providers encourage staff to develop their knowledge and skills. They receive regular supervision meetings and appraisals. The providers are aware of the main pressures on staff. They provide them with ongoing support which helps to maintain high levels of emotional well-being and morale throughout the team.
- Members of the management team act with integrity to ensure that they use additional funding effectively. For example, The 'holiday activities fund' allowed children to access the provision during the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge and understanding of all aspects of child protection. Managers ensure that staff undertake regular safeguarding training, so their knowledge remains current. Staff confidently describe the signs that indicate that a child may be at risk of possible harm or extreme behaviours. Staff also understand the procedures to follow if they are concerned about the practice of another member of staff. They know how to report these concerns within the nursery and to relevant safeguarding agencies. The setting is safe and secure. The manager has good systems in place to ensure that children are kept safe while they are at the setting.

What does the setting need to do to improve?

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

	Due date
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ensure that outdoor activities are planned and taken on a daily basis to fully support children's learning	31/03/2022
plan more effectively and focus more precisely on the skills children need to learn next to help maximise their learning.	01/03/2022

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

- increase children's thinking skills by using skilful questioning techniques and giving children time to think and respond
- raise staff's knowledge and confidence to help children to develop respect and tolerance for different beliefs and cultures
- support all staff to understand how to promote older children's independence skills further in readiness for the next stage of their learning.

Setting details

Unique reference number	2554743
Local authority	Middlesbrough
Inspection number	10214307
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 at time of inspection	0 to 10
Total number of places	40
Number of children on roll	36
Name of registered person	Childcare Setting Partnership
Registered person unique reference number	RP900826
Telephone number	7842122599
Date of previous inspection	Not applicable

Information about this early years setting

Little Wonders Childcare registered in 2019. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The nursery opens from 7.30am to 5.30pm, Monday to Friday, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Crumpton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and leaders completed a learning walk across all areas of the provision to understand how the leaders and staff organise the curriculum and environment.
- A joint observation was carried out by the inspector and leaders to evaluate the quality of education.
- A meeting was held between the inspector and leaders to discuss arrangements for self-evaluation, recruitment and staff's suitability.
- The inspector spoke to staff and parents at appropriate times during the inspection.
- A range of documentation was viewed by the inspector, including public liability insurance, the safeguarding policy and procedures, and paediatric first-aid qualifications.

We carried out this inspection 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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