

Inspection of Small Wonders Children's Nursery

19 Bonython Road, NEWQUAY, Cornwall TR7 3AW

Inspection date: 27 January 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure in this friendly and welcoming nursery. Young children have formed positive relationships with and cuddle their special adult for comfort and reassurance until they are ready to go and explore the environment. Older children develop friendships and play together imaginatively, pretending to be superheroes. They learn to respect their friends and show an awareness of their similarities and differences.

Staff have high expectations for children, know them well and know what they need to learn next. They provide a curriculum that helps children learn new skills, consolidate what they know and make good progress in all areas of learning. Staff regularly encourage children to talk about and practise what they have learned, to check their knowledge and skills. Young children practise standing in front of the mirror babbling at their reflection and cruising around the furniture, developing their physical skills well. Older children talk about why the fire crackles, remembering it is the wood that sounds like 'popping popcorn'.

Due to the COVID-19 pandemic, some young children have taken longer to settle into the nursery. Staff have worked closely with parents and been flexible with settling-in sessions to help ease the move. Parents report they really appreciate the communication they have with staff and managers. Parents know what their children are learning and value the support they receive, for example in potty training their children at home and at nursery.

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

- The managers have made significant improvements to staff's wider safeguarding knowledge since the last inspection. They regularly meet with and reflect on staff's teaching practice and involve them in identifying strengths and clear priorities for improvements. The managers continually focus on improving teaching to enhance children's learning. Staff report that their work/life balance and emotional well-being are highly respected and monitored by managers.
- Staff are extremely skilled in helping children to manage their feelings and emotions. They are calm, talk to children gently about the consequences of their actions and help them to make the right choices when conflict arises. Children, including those who struggle with the boundaries, learn how to regulate their behaviour. They behave well and show a positive attitude towards their learning.
- Children enjoy spending time outdoors. Young children confidently practise their physical skills as they climb, balance, and negotiate space when riding the tricycles. Older children enjoy taking measured risks as they climb the pole, run up and down hills and help to chop wood, using a hammer, for the campfire.
- Children show pride in their achievements, for example when they climb to the

top of the pole for the first time. Staff offer them regular praise and encouragement, and this builds on children's good levels of self-esteem.

- Children learn about the importance of a healthy lifestyle. They have nutritious, home-cooked meals and snacks, and older children roast fruits on the campfire for their snack. Children develop good self-care skills. Older children get themselves dressed to go outside and younger children are encouraged to use the potty as soon as they are ready. This means most children are using the toilet independently by the time they move up to pre-school.
- Staff place a strong focus on promoting children's speech and language overall. They narrate what young children are doing and talk to them during nappy changes. Older children enjoy listening to, joining in with and recalling stories, singing songs and engaging in conversations with staff and their friends. Occasionally, staff do not give older children enough time to respond to the questions they ask, to enable them to fully express their thoughts and ideas.
- Overall, staff provide very effective support for children who are at risk of falling behind and those who speak English as an additional language. However, at times, they do not share detailed information with parents as promptly as they could, to provide greater consistency for children's learning and help them to make more rapid progress.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a sound knowledge and understanding of child protection and wider safeguarding issues. They know what to do if they are concerned about a child's welfare or the conduct of a colleague. Staff keep detailed records about children, which helps them to quickly identify any concerns about children's well-being. Recruitment procedures are robust and check staff's suitability to work with children. Staff help children learn about their own safety and older children know the rules for when they sit by the campfire and help to light it.

What does the setting need to do to improve?

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

- help staff become more consistent in giving older children time to think and respond to questions asked, so they can fully express their thoughts and ideas
- engage with parents more effectively when children require additional support, to provide more consistency and to help gaps in all children's development close more rapidly.

Setting details

Unique reference number	EY418941
Local authority	Cornwall
Inspection number	10198936
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	73
Name of registered person	Small Wonders Newquay Limited
Registered person unique reference number	RP910327
Telephone number	01637 620138
Date of previous inspection	9 June 2021

Information about this early years setting

Small Wonders Children's Nursery registered in 2011 and is situated in Newquay, Cornwall. The nursery is open each weekday from 8am to 6pm, all year round. The owner is also the manager. There are 19 members of staff employed to work with the children, including the manager. Fifteen staff hold appropriate qualifications at level 3, one holds a relevant qualification at level 2, and three hold qualified teacher status. The nursery receives early education funding to provide free places for children aged two, three and four years.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector had a meeting with the manager and deputy manager. They provided the inspector with some documentation, including suitability checks and training certificates.
- The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager, deputy manager and inspector carried out a joint observation of a forest school activity and discussed the impact this had on children's learning.

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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