

Inspection of Little Wonders Nursery

5 Thornton Lodge Hall, 21a Thomas Street, Thornton Lodge, Huddersfield,
Yorkshire HD1 3JR

Inspection date: 30 June 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 are happy and ready to start their day as they arrive at the nursery. They are warmly greeted by staff who encourage them to join in activities. Children use their manners, saying 'please' and 'thank you'. They tidy away their toys with enthusiasm. This helps children feel safe. However, some children do not demonstrate a secure understanding of how to behave and follow rules. For example, they repeatedly kick the table, they put their feet on the snack table and squat on chairs. Staff are not consistent when challenging this behaviour, so children do not always understand what is expected of them.

Children enjoy time outdoors. They come down the slide landing on their feet. Children create a giant birthday cake from bricks. They talk about whose birthday it is and how many candles they need. They create candles from a single stack of bricks. When completed, children happily sing 'Happy Birthday' and pretend to blow out the candles. Children use their imagination in play.

Younger children draw pictures of spiders, counting how many legs they have. They eagerly go off in search of spiders, with staff encouraging them to look for spider webs in hidden places. Children find an ant and carefully follow it as it moves around their outdoor area. Children learn about the natural world around them.

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

- The curriculum is not yet built firmly into practice. Although staff are clear what they want children to learn, this is not always clear in the activities provided. For example, in an activity to promote understanding of shapes and colours, only circles and squares are provided, and colours were not discussed. As a result, children are not consistently learning the skills and knowledge they need for the next stage of their learning.
- The learning environment, both indoors and outdoors, does not provide children with enough stimulating and challenging learning opportunities. For instance, older children ride bikes and play on a baby rocker that is too small for them. An ice-cream stand has no resources for children to use their imagination and initiate play. This means that children are not always engaged in learning or extending their knowledge and skills.
- Staff support children's growing vocabulary, especially those who speak English as an additional language. Children enjoy stories; they listen carefully and excitedly finish sentences with the member of staff. They recall the words on flash cards, demonstrating the phonic actions. As a result, children make good progress in their communication and language development, including those children with special educational needs and/or disabilities.

- Children enjoy healthy food and understand the importance of washing their hands. However, children use their fingers to select their fruit, often touching other pieces. They eat food from plates that other children have used before. Staff return children back to the snack table if they go outside to play, still eating. As a result, children do not consistently learn the importance of sitting while eating and basic food hygiene knowledge.
- Staff plan activities to help children learn to count and recognise amounts and quantities. Through their play, staff question children about size, positions and order of objects. For example, children create a train track. They look at the connections, length and height, to decide which piece comes next. They count how many trains they have on the track. Children learn to use mathematics in their play.
- Managers do not have a good enough oversight of the nursery to ensure children are making the best possible progress. The recently appointed manager has yet to put arrangements in place to monitor the effectiveness of the provision and the activities provided. Not all children's assessment information has been recorded on the nursery's electronic system. However, all two-year developmental checks have been completed and shared with parents.
- Partnership with parents is effective. Staff discuss their child's day with them when children are collected. Parents are kept up to date with additional information provided through email and phone calls. Parents comment on the flexibility of the nursery and how this supports their studies as a student.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding about how to keep children safe from harm. They understand the signs and symptoms that could indicate a child is at risk of harm. Staff know who to contact if they have concerns about a child or a member of staff. Staff complete daily safety checks prior to children arriving, to ensure the nursery is safe and secure. However, identified risks should be resolved quickly to prevent additional supervision being put in place, and to keep children safe. Children are learning to keep themselves safe. For example, they understand they must stop, wait, then go, when recalling the colours on the traffic lights.

What does the setting need to do to improve?

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

	Due date
ensure staff have high expectations of children's behaviour and conduct, and that these are consistently promoted	14/07/2022

ensure staff provide stimulating and challenging activities that are age-appropriate and build on what children already know and can do	14/07/2022
promote children's health and hygiene by ensuring children sit when eating and do not touch other children's food.	14/07/2022

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

- ensure the nursery procedures for assessing children's learning and development are implemented for all children.

Setting details

Unique reference number	2648983
Local authority	Kirklees
Inspection number	10244665
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	27
Name of registered person	Little Wonders (Early Years) Limited
Registered person unique reference number	RP560388
Telephone number	07414800038
Date of previous inspection	Not applicable

Information about this early years setting

Little Wonders Nursery registered in 2021 and is located in Huddersfield. The provision employs six members of staff, five of whom have appropriate early years qualifications at level 2 and above. The provision opens Monday to Friday, term time only. Sessions are from 8am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jo Clark

Inspection activities

- This was the first 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 manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager and provider. This included a review of relevant documentation, including staff suitability and training.

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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