

Inspection of Little Wonders Nursery Falmouth

Falmouth University, 25 Woodlane, Falmouth, Cornwall TR11 4RH

Inspection date: 4 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident. They settle in quickly on arrival and choose what they want to play with. Children learn to be independent in their daily routines. They wash their hands before snack time and choose their own name label, cup and plate and take them to the table. Staff greet children with a 'welcome to my café' and children decide which fruit they would like to eat. Staff cut the fruit and highlight two halves and four quarters of the apple or orange. Children carefully use knives to spread butter onto bread and know the routine of the café well. Staff remind children to use their 'pouring hand and tipping hand' when lifting the milk jug. Children have good manners and are very behaved. They say 'please' and 'thank you' often and happily wait their turn to go into the 'café' for their snack.

Parents are highly complimentary about the positive relationships their children enjoy with staff and the progress their children make at the setting. Parents are regularly informed of their children's development and know who their child's key person is. Children bring home scrapbooks which show what they are learning, and parents build on their next steps collaboratively with staff.

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

- Staff support older children's early literacy skills effectively. They listen to stories and repeat phrases from well-known storybooks. Children make their voices 'go down a slide' and 'bounce like a ball'. They explore pitch and sound. Children love to play the game 'silly soup'. They pick out 'cat, bat, rat' and talk about how the words rhyme. This gives children the tools for future learning about letters and sounds. Older children have opportunity to engage in rich language conversations with staff and each other throughout the day. Younger children do not always have the same opportunities. Staff do not speak slowly or give children sufficient time to respond when asked questions.
- Children learn to throw and catch a ball. Staff teach them how to hold their hands out and pull the ball in when they catch. Children persevere with this activity for a prolonged time and take turns with their friends. Staff extend this by teaching them how to bounce and then catch the ball. This enhances their physical development and improves their hand-eye coordination skills.
- Children develop their knowledge of numbers and counting regularly. Staff draw numbers one to three on the playground for children to park their bicycles and cars in. Older children continue this by attempting to add the number four to the next space. Children self-register when they arrive at nursery and place their photo next to the number corresponding to the order in which they arrived. This helps children learn about number order and recognise numerals.
- Children love to learn outdoors. They weave in and out of the bamboo stalks and look for leaves on the floor of the 'jungle'. Children observe the different

shapes and sizes of the leaves. Staff extend children's learning and provide clipboards and pencils for children to draw the leaves. This embeds children's knowledge about the world around them. Children point out the 'veins' on the leaves and add their drawings to the nature table to share with their friends. Staff praise children's contributions, and this builds their self-esteem.

- Children with special educational needs and/or disabilities are fully included in the setting. Staff make communication cards to illustrate what is happening now and what will come next. This makes transitions between activities easier for children to understand. Staff recognise when children need to access learning individually. For example, staff tailor group-time activities to enable children to participate at their own pace. Staff offer the same learning experiences to all children.
- The manager has amended the provision to allow older children and toddlers to play together when they choose and freely move between rooms. Children benefit from this arrangement by learning from each other. However, staff organisation is not effective during lunchtimes and children do not always receive the same level of engagement during this period. At times, this results in some children losing focus due to prolonged sitting.

Safeguarding

The arrangements for safeguarding are effective.

The setting follows robust recruitment and induction procedures. This ensures that staff are suitable and trained in how to report and/or escalate safeguarding concerns to outside agencies if required. This helps to keep children safe. Staff teach children how to use scissors appropriately and children are confident when using them. Daily checks and risk assessments of the outside area ensure that it is safe to use before children go out to play. Staff familiarise themselves with children's allergies and intolerances. Procedures are in place to only provide children with food or drink items that are suitable for them. Staff meet children's dietary needs effectively.

What does the setting need to do to improve?

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

- support staff to improve communication with younger children, to allow children time to gather their thoughts and respond to questions
- review staff organisation during lunchtime to ensure children receive quality engagement and interaction from staff.

Setting details

Unique reference number	EY299646
Local authority	Cornwall
Inspection number	10256622
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	1 to 4
Total number of places	37
Number of children on roll	61
Name of registered person	Falmouth Exeter Plus
Registered person unique reference number	RP903402
Telephone number	01326213765
Date of previous inspection	10 October 2017

Information about this early years setting

Little Wonders Nursery Falmouth is managed by Falmouth Exeter Plus. The nursery registered in 2005 and operates from Falmouth University, Falmouth Campus. It receives funding to provide free early education to children aged two, three and four years. It is open each weekday from 8.30am until 5.30pm for 50 weeks of the year. The provider employs 13 childcare staff. All of the staff hold appropriate early years qualifications, ranging from level 3 to degree level.

Information about this inspection

Inspector

Jemma Honey

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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