

# Inspection of Little Wonders Preschool

Chalkstone Way, Haverhill, Suffolk CB9 0BW

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Inspection date:

22 November 2022

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is outstanding

Children are highly motivated to explore and learn. They are curious and imaginative in their play. Children access a wealth of fun and interesting experiences that support them to make exceptional progress. They are immersed in a language-enriched environment. Children are introduced to new vocabulary at every opportunity, which builds on their knowledge of words. They use conversation as a way of sharing how they feel and a narrative in their play. Children have embedded and consistent routines that help them to practise and master skills.

Children walk to the shops to buy ingredients for their cooking. They bake scones and then deliver them with cream and jam to the local care home. Children enjoy singing activities and conversations with the residents. They experience opportunities to cook and try foods from around the world. Children are highly imaginative. They make a burger during their role play and pretend to pour in ketchup and mustard. A child says, 'I will deliver it,' as they add it to a box for take away.

Children watch attentively as a practitioner adds glitter and rice to a watering can. They squeal, 'magic, wow,' as the 'magic music' is poured on the xylophone and makes a tinkling sound. The balance of child-led and adult-led activities provides unique learning experiences and is awe-inspiring. Children take turns to imitate making a cup of 'disgusting tea'. They add water and tea bags and give it a swirl and a stir. Children pour their cup of tea and add sugar using a spoon. They count how many sugars and take a taste. They shout, 'Urgh, disgusting tea!'

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

- The innovative curriculum has a significant impact on all children. They make consistent progress in all areas of learning. Leaders have deep knowledge and understanding of how children learn. They are exemplary role models to the practitioners, who enrich the lives of all the children. Practitioners are caring and nurturing. Children feel safe and have secure key relationships. They are excited to learn new things. On visits to the pet shop, the children explore the different species of fish. They extend the discussion when they return by talking about the pet fish in their own tank at nursery.
- Children have excellent language skills. Practitioners skilfully ask open-ended questions and teach in the moment. Children absorb all the new knowledge, giving them the best possible start in the early years. They have access to a wealth of story and information books. Children make links in their play to what they have seen in books. Opportunities to move to music and sing are embedded in everyday activities. Children move with confidence, follow

instructions and show excellent listening skills.

- Children play in harmony with each other and learn how to manage their own behaviour. Practitioners support children to share their feelings and make choices. Children are motivated to play and try new experiences. They question, problem-solve and experiment. Children make marks and make patterns with paint. They have the freedom to master different tools. Children observe what happens when paints are mixed. Practitioners recognise the achievements of children with praise. The focus is on the experience and process of activities. Children count and use mathematical language in their play, helping them prepare for early mathematics awareness.
- The manager and leadership team are inspiring. Practitioners are passionate about their roles and being the best they can be. Their focus is the children and supporting lifelong learning. Practitioners are highly effective in preparing children for the next stages of their education. Leaders support practitioners' well-being, creating a positive working environment. The nursery team is committed to ongoing training and developing its knowledge. There is excellent provision in place for children with special educational needs and/or disabilities. All staff are trained to support all children, and adjustments are made to make the nursery fully inclusive.
- Partnerships with parents are outstanding. Parents talk with kindness of the care their children receive. They are thrilled with the strong bonds and relationships their children have with key persons. Parents know their children are safe, secure and happy. Parents talk about the progress evident in the language skills of children. They feel fully informed about their children's progress and what areas they can support at home. Regular updates are shared in different ways to make them accessible to all families. Parents highly recommend the nursery to other parents.

## Safeguarding

The arrangements for safeguarding are effective.

Practitioners and leaders have excellent knowledge of safeguarding. They know how to keep children safe from potential harm. Practitioners recognise the potential signs of abuse and understand their duty of care to report concerns. Leaders know how to report beyond the setting and have a clear procedure in place. Practitioners have completed appropriate training and keep their knowledge up to date. Children are supervised appropriately in their play. Health and safety at the nursery are of central importance. Children learn about road safety as part of their play and implement the skills when on outings.

## Setting details

<b>Unique reference number</b>	EY451151
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10233846
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Little Wonders Pre-School Haverhill Committee
<b>Registered person unique reference number</b>	RP907835
<b>Telephone number</b>	01440 710 926
<b>Date of previous inspection</b>	17 January 2017

## Information about this early years setting

Little Wonders Preschool registered in 2012. The pre-school employs 10 members of childcare staff. Of these, two hold appropriate level 2 early years qualifications, five at level 3, one at level 4 and two at level 6. One member of staff holds early years professional status. The pre-school opens Monday to Friday, during term time. Sessions are from 9am until midday and from midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Clutterham

## 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 deputy manager and the inspector completed a learning walk and discussed the curriculum and what it is that they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and 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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