

Inspection of Little Spring Wonders Daycare Nursery

18 High Street, Great Baddow, CHELMSFORD CM2 7HQ

Inspection date: 29 November 2022

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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children attend this setting with great joy and eagerness. They have an excellent, positive approach to learning. Children have fantastic social communication skills, expressing themselves with ease and enthusiasm. They form warm and strong attachments with the staff, who provide an exciting, inspiring and inviting learning environment. Children have access to a wide array of inspirational books. Their favourite story is about a crocodile who was afraid to go to the dentist. Children listen intently to the story. This helps them develop a passion for reading and build on their language and literacy skills.

Children have amazing opportunities to learn more about the world around them through access to natural resources. For example, babies explore the texture and colour of real vegetables, while learning new words such as 'apple' and 'carrot'. They build on their fine and gross motor skills by accessing large wooden toys. This also helps to develop their hand-to-eye coordination and balance.

Children love to sing familiar nursery rhymes. They giggle and laugh with excitement and make their own choices. This helps build on their communication and language skills and strengthen their social interactions. For example, older children work as a team to put together their own song, using key events and words from their favourite story.

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

- The setting offers a rich environment with exciting and meaningful learning opportunities. Staff focus on developing children's communication and language skills. For example, they introduce five new words every day, taken from children's favourite stories. Staff ensure that children embed this knowledge by actively engaging them in deep and meaningful discussions. Staff also support children's emotional development and self-regulation.
- Children have amazing opportunities to develop their sense of discovery and exploration. For example, they really enjoy the treasure hunt activity in the garden. They work very well as a team, persevere when obstacles occur and engage in solving problems collectively. This helps develop their critical thinking and boosts their confidence and self-esteem.
- Children build on their fine motor skills through various fantastic activities. For example, babies have a great time exploring the sand tray, using their hands and feet. In addition, they use resources to make marks in the sand, while learning new words, such as 'tractor' and 'truck'. Older children have access to chalks and boards to make marks. They use the chalk with great control and confidence and ascribe meaning to the drawings they proudly create. This also helps build on their early writing skills.

- Children behave exceptionally well and have excellent manners. They show high levels of respect towards their peers and the staff. Children understand the setting's established routines and boundaries. They are confident to approach staff, to ask for help, for example. Children show great levels of concentration and determination when building on their mathematical skills. For example, they count with confidence the dots on the dice and the teeth inside the crocodile's mouth.
- Staff have strong and sound relationships with their key children. They have a robust knowledge of assessment, the curriculum and children's next steps. Staff contribute positively to children's progress in all areas of learning. Children's communication and language is supported and extended, including at lunchtime. Staff engage in meaningful conversations with the children, modelling language well and extending their vocabulary. As a result, children's imaginative skills are promoted and supported, as well as positive interactions with their peers.
- Partnership working with parents is strong and effective. They comment on the 'inclusive, robust and effective approach' staff have to children's learning and development. Parents praise the leaders and staff and describe them as being 'supportive, caring and nurturing'.
- Staff benefit from regular supervision meetings and training, enabling them to develop their practice and knowledge. They feel very well supported in their roles and career growth. In addition, they say they are happy working at this setting.
- Leaders have a clear and ambitious vision for the setting. They constantly reflect on their practice and strive to deliver high-quality care and education for the children. Leaders value the staff and place great emphasis on their well-being and professional development. As a result, they have strong and effective training programmes in place, which are delivered to staff at regular intervals.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a sound knowledge and understanding of safeguarding, including wider aspects such as the 'Prevent' duty and county lines. Staff understand the importance of following the correct procedure to report any concerns to relevant professionals, to protect children from harm. There is a robust induction process in place to ensure that all staff keep their safeguarding knowledge current and up to date with regular and relevant training. Staff carry out regular risk assessments to ensure children's safety and welfare. Furthermore, effective staff deployment means that children are well supervised and cared for.

Setting details

Unique reference number	EY426303
Local authority	Essex
Inspection number	10235538
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 11
Total number of places	72
Number of children on roll	105
Name of registered person	Little Spring Wonders Daycare Nursery Limited
Registered person unique reference number	RP530572
Telephone number	01245 477773
Date of previous inspection	1 February 2017

Information about this early years setting

Little Spring Wonders Daycare Nursery registered in 2011. The setting employs 18 members of childcare staff. Of these, 16 staff hold appropriate early years qualifications at level 2 or above. The manager holds qualified teacher status. The setting also employs cooks, lunchtime assistants, cleaners and an administrator. The setting opens Monday to Friday, all year round. Sessions are from 7am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children

Information about this inspection

Inspector
Anca Sandu

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 provision.
- The inspector and manager completed a learning walk together. They discussed how the curriculum is organised and what the manager wants children to learn.
- The inspector observed the quality of teaching and education, outdoors and indoors, and assessed the impact this has on children's learning.
- The inspector spoke with the staff at appropriate times throughout the inspection.
- Children spoke with the inspector about the activities they were doing.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of the staff working at the setting.
- Some parents spoke with the inspector. The inspector took into account their views.

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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