

# Inspection of Little Wonders Nursery

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

---

Inspection date: 5 May 2023

## **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

Requires improvement

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

### **The provision requires improvement**

Children confidently enter the nursery. They place their photo on the registration board before eagerly going to play. Staff give children a warm and positive welcome, which helps children to settle quickly and feel happy and safe. Children have secure emotional attachments to staff, which helps to foster their sense of security. However, there are weaknesses in the organisation of the key-person system in the baby room.

Staff plan and provide age-appropriate, stimulating and challenging activities for children aged over three years that build on what they already know and can do. Consequently, they make good progress and develop skills for their future learning. This includes children with a developmental delay and those who are in receipt of additional funding. Children engage and focus well, build friendships and enjoy learning. They play collaboratively, test out their ideas and develop mathematical skills while filling up miniature, dangling metal buckets with water. However, the curriculum and training for staff is not yet good enough to ensure that children aged under three years make the best possible progress.

Children behave well. They happily tidy up and patiently wait their turn to use the water dispenser and place fruit onto their plates using tongs. These routines also provide children with opportunities to practise their hand-to-eye coordination in readiness for future writing.

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

- The key-person system is not always effective in the baby room, where the manager is based. Toddlers clearly have a secure attachment to her, which helps to promote their emotional well-being. However, because the manager has to leave the room to undertake other duties at times, including managerial tasks, new toddlers become upset and unsettled.
- The manager and the staff who work with her in the baby room are warm and nurturing. However, none of the staff have completed specific training, and some staff do not have the relevant skills and experience. Consequently, staff do not plan effectively for this age group's care and next steps in learning. In addition, the environment is not stimulating enough or resourced well enough to fully facilitate toddlers' stage of play and exploration and sustain their interest and engagement.
- Staff continually observe and assess children's progress, sharing this with parents who give complimentary feedback. One of the staff's key priorities is getting older children ready for school. For example, they help them to develop good independence skills during care routines. However, staff do not always focus on two-year-old children's most significant next steps in learning or adapt

some activities accordingly.

- Staff support children's communication and language well in certain respects, which helps to support their future reading skills. For example, they sit and talk to children as they play and during care routines, sing songs and read stories in an exciting way. However, staff do not work in partnership with parents to support the youngest children when English is not their primary home language. This means that they do not fully build on children's language development in the setting and at home.
- Staff help children to learn about healthy lifestyles in partnership with parents. For example, they plan stay-and-play sessions to instil messages about the importance of healthy lunch boxes, good oral health and exercise. As part of these sessions, staff set up activities, such as making fruit kebabs.
- Children scoop oats, use large plastic tweezers, fill and pour during water play and use brushes to make marks with water. They love running around and using equipment outdoors. Staff help toddlers to get on and off rocking toys. These activities help to build on children's physical skills.
- Staff plan many follow-up activities to help children recall favourite stories, such as the story of 'three bears'. This also creates opportunities for children to learn early mathematical concepts, such as counting, size and number. Older children explore letters and the sounds that they represent using bottles and plastic cups labelled with letters.
- The provider has systems in place for reflecting on and developing practice. For example, since the last inspection, staff have improved children's understanding of behavioural expectations, health and hygiene practices and older children's learning. However, systems are not yet effective enough in raising the quality of practice for children aged under three years.

## Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that all staff are vetted to make sure that they are suitable to care for children. Staff minimise hazards and monitor access to the nursery closely to prevent any unauthorised access. This helps children to stay safe. Staff complete safeguarding training. This helps them to identify possible signs of abuse and neglect and understand how to report their concerns, including those that may indicate that a child is at risk from extreme behaviours and views. Staff protect the children in their care. They demonstrate safe practices, such as supervising children when they are eating.

## What does the setting need to do to improve?

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

	<b>Due date</b>
--	-----------------

improve the organisation of the key-person system, in order to fully meet the individual care and learning needs of children aged under two years	19/05/2023
ensure that at least half of all staff have received training that specifically addresses the care of babies and are suitably experienced in working with children aged under two years	19/05/2023
ensure that all staff understand and take full account of the individual needs, interests and stage of development of children aged under three years of age, to plan stimulating, age-appropriate and engaging experiences for them and prioritise their key next steps in learning	19/05/2023
improve the arrangements for supporting children's language development in the baby room, where their primary home language is not English.	19/05/2023

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

- continue to develop the systems for reflecting on practice to identify and target improvements that will have the most significant impact on staff's teaching and children's care and learning.

## Setting details

<b>Unique reference number</b>	2648983
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10248474
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Little Wonders (Early Years) Limited
<b>Registered person unique reference number</b>	RP560388
<b>Telephone number</b>	07414800038
<b>Date of previous inspection</b>	30 June 2022

## Information about this early years setting

Little Wonders Nursery registered in 2021 and is located in the Thornton Lodge area of Huddersfield. The nursery employs four members of staff. Of these, two have appropriate early years qualifications at level 3 and one staff member holds qualified teacher status. The nursery opens Monday to Friday, during term time. 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**  
Rachel Ayo

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and provider and has taken that into account in their evaluation of the nursery.
- The inspector observed the safety and suitability of the premises. She also observed the quality of education, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a learning walk and discussion with the manager, which helped her to understand how they organise the early years provision and curriculum.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector spoke with staff, children and parents during the inspection.
- The inspector held a meeting with two of the nursery directors, including the nominated individual for the organisation.
- The inspector held a meeting with the manager, during which she also looked at various documents, including those related to the suitability and qualifications of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023