

Inspection of Little Wonders Nursery Ltd

Audley Centre, Chester Street, Blackburn BB1 1DW

Inspection date: 4 October 2023

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Breaches of the safeguarding and welfare requirements have an impact on the safety and well-being of children. The provider has failed to ensure that all staff working with the children have a sufficient knowledge of child protection procedures. Some staff are unable to identify how to deal with allegations against a colleague should they arise. Additionally, some staff do not understand how to make a referral for children who they may be concerned about. The provider has also failed to notify Ofsted of required information in a timely manner. However, this matter was addressed during the inspection.

The provider does not monitor staff practice well enough. Too many weaknesses in the curriculum and the poor quality of staff-to-child interactions mean that children do not make the progress they are capable of. This is particularly evident in children's communication and language and their personal, social and emotional development. The development of these skills is crucial to children's future learning. Additionally, staff do not set clear expectations for children's behaviour. There are times when they ignore unwanted behaviour from children because they do not know how to manage it. This does not help children to learn skills such as sharing and how to behave well.

On arrival, children are keen to join in and independently choose which area they want to play in. The curriculum provides some good opportunities for children to develop and use their imaginations in play. Children particularly enjoy exploring the play dough and home corner and most are happy here.

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

- Following registration, the provider has failed to build a knowledgeable staff team. The provider understands the importance of implementing regular supervision sessions with staff to help to strengthen practice. However, this is not having a positive impact on staff's knowledge and skills. As a result, staff do not know how to implement many aspects of the intended curriculum.
- Children do not make good progress. Staff do not consistently model good-quality interactions with all children. Some staff take on a more supervisory role. Therefore, children do not consistently benefit from new learning opportunities to help them learn more and do more.
- The curriculum for communication and language is not implemented in a way that meets the needs of all children in the setting. Staff lack awareness of how to consistently use children's home language alongside English to help to promote children's communication and language development. This results in children learning limited vocabulary in English and a lack of opportunities to embed new words.

- The provider fails to recognise the importance of ensuring all staff who are delivering the curriculum are competent in speaking English. This results in children who speak English as an additional language not being well supported to develop their communication and language skills.
- The curriculum is not effective in helping children to understand what is happening now and next. Daily routines are poorly organised and sometimes chaotic because staff do not communicate well enough with each other. For example, children are told by different staff members that it is snack time, story time, and then handwashing time, all within five minutes. These different messages are confusing and children do not understand what is happening. This has a negative impact on their behaviour.
- Staff do not understand how to help children learn how to manage themselves and their own behaviour. Although children listen to interactions, they are not helped to follow them through. For example, during tidy-up time, some children refuse to stop playing and put the toys away, as instructed. Children are not learning how to comply with expectations and boundaries to help prepare them for their eventual move to school.
- Staff read familiar stories and sing songs which some children can engage with during circle time. For example, some children join in with simple actions while singing 'Five Little Ducks'. Some children are developing an enjoyment of early literacy.
- Relationships with parents are good. Parents appreciate the regular updates that they receive about their children's learning journey, both verbally and through the online app. This helps to inform them about their children's levels of development.
- The provider knows how to make referrals to relevant external agencies so that children with special educational needs and/or disabilities (SEND) receive the help and support they need. This supports children with SEND to make some progress on their individual learning journeys.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not ensured that all staff working with children have up-to-date child protection training. This does not effectively safeguard all children. The provider holds regular staff meetings to discuss child protection matters. However, staff are not sure about potential indicators that children may be at risk of harm and they are unsure who to report concerns to beyond the nursery owner. The provider has failed to ensure that all staff understand the whistle-blowing procedure or what to do in the event of an allegation against a colleague. Staff keep up to date with mandatory training, such as paediatric first aid. Staff complete risk assessments daily to ensure the premises are safe and secure.

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 children who speak English as an additional language receive the support they need to understand and learn new words in English	15/11/2023
ensure all staff have a sufficient understanding of the English language to deliver the curriculum	15/11/2023
implement a behaviour management strategy and curriculum, that is consistently implemented by staff, that helps children understand what is expected of them	15/11/2023
improve the quality of staff interactions with children to help children make the best progress that they are capable of	15/11/2023
implement effective staff supervision which provides them with coaching to help children make good progress	15/11/2023
ensure all staff working with children understand the safeguarding policy and procedures, with particular regard to allegations being made against staff and the referral process for concerns about children.	15/11/2023

Setting details

Unique reference number	2647702
Local authority	Blackburn with Darwen
Inspection number	10301499
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 3
Total number of places	15
Number of children on roll	18
Name of registered person	Little Wonders Nursery Ltd
Registered person unique reference number	2647700
Telephone number	07735919836
Date of previous inspection	Not applicable

Information about this early years setting

Little Wonders Nursery Ltd registered in 2021. The nursery employs four members of childcare staff and one volunteer. Of these, three hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday from 9am to 3.30pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Maryam Chauhan

Inspection activities

- This was the first routine inspection the nursery 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 owner joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- Staff spoke to the inspector during the inspection.
- The owner and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The owner provided the inspector with a sample of key documentation on request.

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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