

# Inspection of Little Wonders Nursery

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

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Inspection date: 6 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children are keen to join their friends when they come into the nursery. They are greeted warmly, and offered a cuddle from their key person if they are unsettled. Children benefit from good learning opportunities. In the main, these take into account children's age, stage of development and their interests. As a result, they hold children's attention. Children make choices about their play, independently accessing resources that support their learning. For instance, they empty and fill a range of vessels with water as they explore objects that float.

Children are learning to manage their feelings and behaviour. They enjoy stories that encourage them to think about what might make them happy, sad, or angry. Children talk about seeing fireworks at the weekend, and being scared because they were noisy. Unwanted behaviour is quickly addressed in a patient and calm manner. Gentle reminders about rules and boundaries help children to understand what is and is not acceptable behaviour. Children develop secure relationships with other children. They are reminded about being kind, helpful, sharing and taking turns. Staff teach children ways of solving conflicts. For example, they show children how to agree a compromise.

A strong focus on children's communication skills, social and emotional development and physical development means that they have strong foundations for their future learning. By the time they leave the nursery, children are independent in personal care routines and well prepared for their education in school.

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

- Leaders are knowledgeable about the demographics of the area and the challenges that families face. There is a strong focus on community and the importance of extending learning at home. Key staff have regular discussions with parents to share ideas for continuing children's learning. Leaders hold events for parents to attend. These include support for dental hygiene, healthy lifestyles and bedtime routines.
- Leaders and staff have created an ambitious curriculum for children. They think carefully about what children already know and what they want them to learn next. Leaders continually evaluate staff's practice through supervision and observation. They use the information to drive improvement. For example, they have identified that there are gaps in children's understanding of the world. As a result, the curriculum has been designed to incorporate more activities that focus on this area of learning.
- The successful key person approach provides children with a secure base and good support during transitions. This means children become independent and

confident ready for the move to school. Staff's praise and encouragement promotes children's self-esteem. They teach children to be respectful and tolerant of others.

- Staff offer a mixture of child-led play and adult-led learning. For example, children participate in activities that promote their communication and language development well. Staff model initial sounds, such as 'B' is for 'Brown bear'. They link words to rhymes children already know and help children make the link between written words and physical objects. For instance, children find an apple from their role play that looks like the one on their card. Staff use repetition to reinforce learning and clap beats with their hands to help children understand rhythms in language.
- Children use rolling pins and cutters to shape play dough. They use scissors and glue sticks when making pictures of fireworks. This helps them develop the coordination, and muscle control they need for early writing. Children develop their mathematical skills when they count, learn about shapes and begin to match and group objects.
- Overall, the day is planned well, and most of the time children are engaged. However, some activities and daily routines where all children come together are not well organised. For instance, staff try to share a story with the group before lunch. Some children are tired and fidgety. They quickly lose interest and start to demonstrate unwanted behaviour. This disrupts the story for other children who want to listen.
- At mealtimes, staff support children to wash their hands before they eat. Staff are vigilant to make sure any toys that children have put in their mouths are washed. In general, staff promote a healthy lifestyle. For example, children enjoy outdoor play and physical activities. However, the healthy eating policy is not reinforced. Children's packed lunches contain juice, cakes, crisps and chocolate and staff do not always encourage children to eat healthy foods first.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of their role and responsibilities to keep children safe. They are knowledgeable about the signs that indicate a child might be at risk from harm. They know about child protection issues, such as children who might be exposed to extreme behaviours or inappropriate media content. Staff know the procedures to follow if they have concerns about an adult or a child. Leaders implement robust recruitment and induction procedures to check staff are suitable for their role. Regular training ensures that staff's knowledge is kept up to date.

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

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

- consider the organisation of activities and daily routines where the whole group of children come together, to ensure that children continue to participate, concentrate, and benefit fully from learning opportunities available to them
- consistently implement the healthy eating policy to ensure children are given clear and consistent messages that help them make healthy choices around food and drink.

## Setting details

<b>Unique reference number</b>	2648983
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10314191
<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>	33
<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>	5 May 2023

## 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 eight members of staff. Of these, three 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

Nicola Dickinson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation.
- The provider, manager and the inspector completed a learning walk together. They discussed how the provider organised different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the provider.
- The inspector observed the quality of education. She talked to leaders about how they evaluate the provision.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector observed staff practice and held discussions with staff members about the work that they do, and their professional development.

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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