

# Inspection of Small Wonders Nursery

Arkwright Mill, Hawkins Street, Preston PR1 7HR

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Inspection date: 10 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are greeted by warm and friendly staff as they enter this setting. Staff understand children's unique needs and do all they can to help children settle and feel secure. Staff are positive role models and promote children's safety and happiness. For example, older children are encouraged to choose which of their own pictures they would like to put on display. This supports children's self-esteem and confidence. Staff have high expectations and promote positive behaviour well. For example, they consistently praise children and give older children the chance to collect points to gain small rewards. Staff encourage children to engage in play through showing children what to do and joining in with their play.

Leaders have developed an ambitious curriculum that is sequenced to help all children develop skills as they move through the nursery. For example, babies enjoy making marks with paint using cars, and toddlers enjoy making patterns in dough using different tools. Pre-school children use whiteboards and pens to make marks as they start to gain an interest in making marks for a purpose. The curriculum allows children to explore new activities, build on their skills and recap on their learning. The curriculum has a positive impact on children's development, and all children make good progress.

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

- The curriculum is carefully planned to build on children's skills. For example, babies giggle as they pull themselves up to a standing position, and toddlers use large climbing equipment as they negotiate different spaces. Pre-school children enjoy dancing, team games and swimming. These activities help children to develop their balance, physical coordination and an understanding of healthy lifestyles.
- Staff promote children's literacy skills well. For example, they encourage children to choose books from the designated library and take them home to read with parents. They have a 'take home bear', which children take home to write about their adventures with parents. This helps children to understand that print carries meaning and supports them in the early stages of reading.
- Communication and language are promoted. Children have opportunities to sing, listen to stories, role play and talk to each other. However, at times, staff do not consistently model or promote language well. For example, they ask closed questions, use too much language at once and answer questions for children. This does not help children to achieve the highest levels of communication and language.
- Children with special educational needs/and or disabilities (SEND) are supported well. Staff quickly identify those children who may need additional support and carefully consider how they can help children. For example, children access a

sensory room, where they explore and use their imaginations. Referrals to external professionals are made in a timely manner. This ensures that children receive the support they need and are ready for the next stage in their learning.

- Staff are very keen to extend children's learning through imaginative experiences. For example, children take part in swimming lessons, visit the archaeology team at the local university and visit a local gospel church. These opportunities help children to access activities they may not otherwise experience, and they help them to gain an understanding of the world.
- Parent partnerships are a key strength of the setting. Staff work hard to forge partnerships with parents. For example, new topics are discussed with parents during stay-and-play sessions or coffee mornings. Parents share that staff are 'brilliant and know children's unique needs well' and that the nursery feels like a 'loving and caring family'. These partnerships help children to settle and provide a consistency of care for children.
- Staff promote positive behaviour well. For example, they consider how the environment has an impact on children's behaviour and ensure that children have multiple opportunities for physical play. Older children explore emotions and the feelings of others. Staff consistently praise children and celebrate their achievements. This helps children to be aware of expectations and boundaries.
- Leadership and management are strong. Staff discuss that they feel supported and work well as a team. Leaders work directly in the nursery with children and support staff through coaching and mentoring. Leaders are very supportive of staff undertaking continued professional development and do all they can to support those staff studying for additional qualifications. This helps to promote a close-knit team that shares the same values for the teaching and care of children.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support all staff to offer consistent opportunities to develop and extend children's language, in order to develop children's communication to the highest level.

## Setting details

<b>Unique reference number</b>	EY449877
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10305063
<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>	0 to 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Small Wonders Nurseries (Preston) Limited
<b>Registered person unique reference number</b>	RP531766
<b>Telephone number</b>	01772 556900
<b>Date of previous inspection</b>	9 February 2018

## Information about this early years setting

Small Wonders Nursery registered in 2012 and is located in Preston. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elisia Lee

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual and the manager about the leadership and management of the setting.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The cook spoke to the inspector about how she prepares healthy meals for children and ensures that their individual dietary requirements are met.
- The inspector looked at relevant documentation and reviewed 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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