

# Small Wonders

Arkwright Mill, Hawkins Street, PRESTON, PR1 7HR

<b>Inspection date</b>	24/09/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are making strong progress in their learning and development. This is due to staff's comprehensive knowledge of how children learn and how to use this knowledge to plan challenging activities that are closely matched to their individual needs and interests.
- Children are supported well by staff who ignite their curiosity and interests through high quality interactions.
- Children are happy, interested in their activities and eager to try new experiences. They show good levels of independence, curiosity, imagination and positive behaviour.
- Staff get to know children very well and use this information well to build children's confidence and make them feel important and valued.

### It is not yet outstanding because

- There is scope to improve the routines around children brushing their teeth to ensure best hygiene practices support children's good health.
- The method of recording existing injuries to children on arrival does not always make it as easy as possible to spot any possible patterns that can be avoided.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector viewed all areas of the nursery.
- The inspector spoke with the nursery staff, parents and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector viewed a range of documentation, including registers, certificates and records of children's progress.

## Inspector

Linda Shore

## Full Report

### Information about the setting

Small Wonders Nursery was registered in 2012 having first opened in 1996 and is on the Early Years Register. It operates from a converted mill on the outskirts of Preston city centre. The nursery serves the local area and is accessible to all children. All children are cared for in ground floor rooms and there is an enclosed garden for outdoor play.

The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above and the manager holds a Foundation degree. The nursery opens Monday to Friday from 7.25am to 6pm, 51 weeks a year. There are currently 61 children attending. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- review the tooth brushing routine to ensure children use good hygiene practices by brushing at the sink and keeping brushes separated
  
- improve the recording of children's injuries outside the setting so that it is easier to spot any unusual pattern of injuries in a timely way, to further promote the very good levels of safety in place for them.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are happy and busily involved in purposeful activities. They are keen learners, who are actively involved in exploring and investigating through play. Staff provide rich and varied experiences based on their knowledge of children, sparking their curiosity and extending their learning through quality interactions. They have many opportunities to be creative, learning to use tools, such as scissors, to cut and glue. Communication skills are developing well due to the very good quality interactions between staff and children. Children are developing skills for the future as staff are adept at integrating letters, numbers and sounds into play. All children show a keen interest in books, which are available to them indoors and outdoors. They enjoy listening to stories, which fosters a continued love of reading.

Children enjoy a full range of activities and resources outdoors across all areas of learning.

Children learn about the world they live in through first hand experiences in all types of weather. They develop very well physically as they run around in open areas and explore their abilities, climbing the climbing wall and digging in the sand shed. They confidently retrieve the ball when it lands on top of the den and play well together. Younger children enjoy posting stones in the post-box as they explore their own interests.

Children progress quickly as knowledgeable, motivated staff observe children's ongoing interests and use this information to plan the next steps in their learning. Planned activities are closely linked to children's individual needs and interests. Staff know children very well and use this knowledge to complete children's record of achievement. Staff understand the different assessment processes, such as the 'progress check at age two'. This ensures any need for additional support for children can be identified at this early age and acted upon in a timely way.

Parents use the 'star system' to communicate children's special interests and achievements from home, which key persons incorporate into planning or use the knowledge to stimulate children's communication skills. For example, staff and children discuss that the doctor had to give a child a needle. The ensuing conversation led to children's increased understanding of staying healthy and led children to role play where they would make each other feel better. This helps them better understand and reinforce their own life experiences. Therefore, children benefit from continuity of learning between home and nursery. This all means children are being well-prepared for their next stage of learning within the nursery or at school.

### **The contribution of the early years provision to the well-being of children**

Parents have discussions with their child's key person on a daily basis and gain confidence in staff's knowledge of their individual children. This helps staff to understand and meet all children's individual needs highly effectively. Staff are very caring and attentive towards children and get to know them very well as individuals. They use this close relationship to help children feel valued as they refer to important events in children home life, such as attending mummy and daddy's wedding. Consequently, children's well-being is enhanced as they form strong, comforting bonds with their key person.

Children clearly feel safe and self-assured with staff, freely and confidently approaching them with their comments and requests to join in and hugging them spontaneously before sleep time. The nursery is very well-resourced and offers children an extensive range of play and learning experiences, indoors and outdoors. Resources are readily accessible. This teaches children to be very confident in their ability to make decisions by enabling them to make their own choices and selections, which heightens their sense of belonging and independence.

Staff are superb role models of behaviour and treat children with kindness and respect. They are expert at supporting children to learn how to manage their own behaviour and emotions. This is helped by a calm approach and clear explanations and reminders from staff to enforce reasonable boundaries. Children are consistently

well-behaved as staff use positive strategies to help children learn right from wrong and manage minor behavioural issues.

Meals are varied, healthy and nutritious, encouraging children to make positive food choices. They are learning to care for themselves and develop their independence even further as older children serve their own food and control their own portion sizes. Children learn good hygiene habits through regular routines and reminders, for example, washing their hands after toileting and before eating. All children brush their teeth after meals and are aware of the importance of looking after their teeth. However, the routines for tooth brushing do not always keep brushes separated and children do not always brush at the sink. This means hygienic practices to further support children's good health are not always implemented as well as possible.

Children understand how to keep themselves safe as they learn to take risks in a supported environment, competently using tools, such as scissors, to cut under supervision. A healthy lifestyle is given utmost priority as children have daily opportunities for fresh air, daylight and exercise in the outdoor area. They hone their throwing and catching skills, explore the garden's digging areas and hide in the camouflage den. Children care for their pet rabbit and are taught to be careful as they handle the wriggly worms they find. This helps them understand how to care for themselves as well as other living things. Outdoor play is stimulating and enjoyable for children who access all areas of learning, including puzzles, quiet reading areas and creative areas for drawing, writing and artwork. All this, combined with weekly dance sessions and swimming lessons for older children, actively contributes to them being well-prepared socially, emotionally and physically for their future transitions to school.

### **The effectiveness of the leadership and management of the early years provision**

The inspection was brought forward after the provider notified Ofsted about the conduct of a member of staff. The inspection found no ongoing concerns and that the matter was rigorously investigated and all procedures followed. Arrangements for safeguarding children are effective and staff have a secure knowledge of what to do should they have any concerns about a child. This contributes well to maintaining children's safety and protects their well-being. However, the recording of existing injuries to children is not always collated in a clear manner, this means patterns are sometimes not quickly recognised to further promote children's very good levels of safety.

Robust induction and vetting procedures ensure that everyone working with children is suitable to do so and all have recently been re-checked. The management team monitor the ongoing suitability of all staff effectively through regular meetings and appraisals. These procedures promote children's safety and the quality of the provision well. Staff work well as a team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to further training.

Parents have high levels of regard for the service provided and feel the nursery values their opinions. Transitions for children moving on from nursery to school are also very well-supported and adapted to suit children's individual needs. The nursery works closely with the local authority and is pro-active in developing the nursery further with the support of all staff.

The staff team are committed to the continuous evaluation and improvement of their practice. All of the staff team actively contribute their views and opinions and they monitor and evaluate the provision well. The manager has a very strong understanding of the Statutory framework for the Early Years Foundation Stage and her responsibilities to ensure the learning and welfare requirements are met. Information on children's progress is evaluated to ensure that they have a full range of opportunities across all the areas of learning and make very good progress.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY449877
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	933371
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Small Wonders Nurseries (Preston) Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01172556900

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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