

Little Wonders Day Nursery

Coldwell Street Nursery, 16 Coldwell Street, Wirksworth, MATLOCK, Derbyshire, DE4 4FB

Inspection date

Previous inspection date

22/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- The proprietor, manager and staff provide a warm and welcoming safe environment where children quickly settle and enjoy themselves. As a result, children are confident and independent individuals.
- Staff provide an imaginative and stimulating range of activities based on children's interests and suggestions. This results in children being interested and motivated in their learning, which contributes to the good progress they make.
- Children are well prepared for school as there are good links with other settings and teachers who come in to meet the children. Children visit the school which supports effective transitions.
- Children's welfare, learning and development is supported through clear self-evaluation where strengths and weaknesses are identified and priorities and plans for improvement are implemented.

It is not yet outstanding because

- There is scope to further develop the resources and opportunities in the outdoor environment, particularly for babies.
- The current systems for managing staff performance through supervisions have been recently introduced, and the impact of these for enhancing provision for children is not yet clear.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and the outdoor play area.
- The inspector held a meeting with the provider, manager and with the Early Years Professional.
- The inspector completed a joint observation with the manager in the outdoor area.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's action plan and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and feedback from parent questionnaires.

Inspector

Susan Wilcockson

Full Report

Information about the setting

Little Wonders Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, after a change in ownership. It operates from converted premises in the village of Wirksworth, Derbyshire and has a secure outside space. The nursery employs five full-time members of staff and three part-time members of staff that work directly with the children. All staff hold appropriate early years qualifications to at least level 3, with one staff member having gained Early Years Professional Status. In addition there is an administrator. The nursery opens Monday to Friday 7.45am to 6pm all year round, except for bank holidays and a week at Christmas.

There are currently 40 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- develop the outdoor provision even further, ensuring this supports all children's needs and interests

- embed supervision into the performance management process, evaluate its impact and refine the ways in which managers and staff monitor and evaluate their practice, in order to enhance the provision for children.

Inspection judgements

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

Children play, learn and develop in an environment that has a wide range of age-appropriate toys and activities that are easily accessible. These resources support children's learning and development in the prime and specific areas of the Early Years Foundation Stage. As a result, children are gaining a good range of skills necessary to prepare them for school when the time comes. Babies enjoy a range of resources that support their interests and development. A treasure basket stimulates a younger baby's interest as she explores the different materials, taking pleasure from scrunching a shiny metallic fabric. A member of staff uses language that supports the younger children's early understanding of mathematics and number as she counts to three while stacking soft cubes for a child to knock down. Staff ensure that children's continuity of play is

maintained when using the outdoor environment. They ask children which resources they would like to take to the outside area. Staff encourage children to problem solve when she is presented with a selection of small world wild animals to take outdoors, for example, by commenting 'I don't have enough hands, can you help me?' she asks. Children are praised and encouraged when developing new skills, such as learning to roll hoops, which encourages them to be active in their learning.

Children are encouraged in their imaginative play through the use of open-ended resources that can be used in many ways, and resources that support their understanding of the world they live in. For example, children creatively join foam blocks together to make 'handlebars' and pretend to ride around the outdoor environment. Children in the pre-school have developed an ice-cream shop and produced their own signs and labels demonstrating their early writing skills and ability to recognise that print carries meaning. They are supported in their understanding of the world they live in through using pretend money modelled on real coins; a child tells the inspector 'It's not real, it's plastic money'. Staff support the children to recognise the numerals on the coins, helping the children to understand that coins carry a value.

All planning is based on the children's interests and abilities and provides age-appropriate challenges. This ensures that children's development progresses according to their individual age and stage of development. Detailed observation and assessment means that staff can plan specifically for the next steps of learning of each individual child. As a result, they make good progress because activities are precisely matched to their individual learning needs. Information is gathered from parents which supports the key person to provide a starting point for the child's learning and development along with an initial assessment that is carried out shortly after the child starts in the nursery. This ensures a secure foundation upon which to effectively monitor and track children's progress. The manager and staff demonstrate a secure knowledge of the requirement for the 'progress check at age two'. Information and resources are in place to ensure that these include all of the required information for parents and others. All of these elements enable staff to accurately assess two-year-old children's development and to target relevant support where needed in order that children make best progress. Parents of all children are kept well informed about their children's progress through regular summary reviews and access to their child's assessment records.

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

Children build strong attachments through an efficient key person system. The manager ensures that members of staff covering for key persons are consistent which in turn provides continuity of care for all children. Children demonstrate good behaviour throughout the nursery. The setting has a named behaviour management coordinator and all staff have attended training in behaviour management. Staff encourage children to share and take turns, for example, when watering the plants outside with the watering can. Children are supported in their awareness of managing risk. Staff are alert to potential risks and explain clearly to children if they put themselves in danger of harm. For example, a young child climbs onto a chair and is gently reminded to sit on the chair so they do not fall off and hurt themselves.

The new provider has carried out significant changes to the environment, supporting children's self-care. She has installed new toilets in the upstairs pre-school rooms which promotes older children's independence. Children enjoy a healthy diet supplied through the local school meals service which is supplemented with healthy snacks of fruit. Water is constantly available for children. The environment has been redecorated and more low-level storage provided to give children access to resources of their choosing. The provider has acknowledged improvements needed to the outdoor environment and has included a secure area for non-mobile babies. This is now in place but there is scope to even further develop the outdoor area to meet children's needs and interests.

The nursery has a strong transition policy and procedure in place. Children are provided with opportunities during the day to move freely between the baby and toddler rooms. The manager and Early Years Professional also spend time in each room. This provides children with familiarity when transitioning to the pre-school rooms. Parents are asked to provide details when a child attends another early years setting and permission is sought to share the child's next steps of development. Positive links have been forged with the local schools and regular visits are made to the school, supported by the Reception teacher. This helps to prepare children for the next stage in their schooling.

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

The clear management structure in place ensures the efficient running of the setting. Managers demonstrate a clear knowledge and understanding of their roles and responsibilities and the requirements of the Statutory framework for the Early Years Foundation Stage. Staff are valued members of the team and as a result, morale is high.

The Early Years Professional oversees the curriculum planning and assessment throughout the nursery and ensures that systems are consistent and accurate. Individual children's learning and progress is tracked against their expected levels of development. This information is monitored by the management to ensure that both individual children and peer groups make good progress towards the early learning goals. Thorough self-evaluation is carried out by the provider and manager. This takes into account the views of the staff and the parents through questionnaires and feedback from the parent representative. The current parent questionnaires include feedback from children about activities they enjoy and would like to do. Strengths and weaknesses are identified and there are clear plans for improvements in place. This demonstrates the settings ability to maintain continuous improvement.

The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are understood by the provider, manager and staff and appropriate records kept. Through discussion staff demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. Children's safety is a priority for everyone working in the nursery. The new provider has made environmental changes to ensure security for the children. Risk assessments are thorough and reviewed regularly. Clear policies and procedures are in place and understood and implemented by

all staff. The provider and manager are proactive in ensuring policies are implemented to support the settings good practice.

There are effective recruitment systems in place and a thorough induction process for new members of staff and students. Annual appraisals and performance development targets are in place for each staff member and this has recently been improved to include regular supervisions. However, as these have only been recently introduced, the impact of these on enhancing provision for children is not yet clear.

The setting has established effective links with external agencies, such as health professionals and the local children's centre. Partnerships with other early years providers and local schools are good. The setting is supported by the local authority and visits are made by the Early Years Improvement Officer and Inclusion Officer. Parents are offered a wide range of written information, such as a parent handbook, containing the nursery's policies and procedures. Daily sheets highlight to parents the care needs of their child and information about activities and learning are shared through newsletters. The setting has a parent representative who attends regular meetings with the manager and provider as well as termly meetings with the full staff team.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY458543
Local authority	Derbyshire
Inspection number	903862
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	40
Name of provider	Little Wonders Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01629 826079

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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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