

Small Wonders Nursery

Arkwright Mill, Hawkins Street, Preston, PR1 7HR



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| Inspection date | 9 February 2018 |
| Previous inspection date | 24 September 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The manager and staff show an enthusiasm and commitment to improving the lives of all children. The manager reflects well on the quality of the nursery, using self-evaluation effectively. She continually updates action plans and strives to drive further improvements that benefit children.
- The manager and staff assess and monitor children's development effectively. They provide a good range of activities that supports what children need to learn next, using additional funding well. All children, including funded children, make good progress from the start of their placement.
- The indoor and outdoor play environment is welcoming and exciting. Children access a broad range of resources and activities that interests and motivates them to learn.
- Children play outside daily and explore the outdoor space with enthusiasm and excitement. They work together successfully as a team. For example, children work out how to build a castle using resources, such as crates and recycled cardboard tubes. They use their good imagination skills well.

It is not yet outstanding because:

- Staff who work with the youngest children do not fully support them to develop excellent thinking and speaking skills.
- Staff are not highly successful in gaining detailed information, particularly from parents whose children speak English as an additional language, about what children can currently do and achieve at home. This does not fully support children to make rapid progress in their development.

What the setting needs to do to improve further

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

- enhance teaching, particularly with the youngest children and help them to develop their thinking and speaking skills to the highest level
- strengthen the ways in which information is gained from parents about what children can do and achieve at home, particularly for those children who speak English as an additional language, and help children to make rapid progress in their development.

Inspection activities

- The inspector took a tour of the nursery with the deputy manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

A range of effective policies, procedures and risk assessments is in place that staff follow and use well. Attendance records are maintained, ratios are adhered to at all times and staff are deployed well. The manager monitors staff's performance through observations of practice and regular supervision sessions. She provides good levels of support and opportunities for professional development to improve the quality of teaching and practice. All staff have first-aid qualifications. They access regular safeguarding training and know the procedures to follow should they have concerns about a child's welfare. Recruitment and ongoing staff suitability checks help to ensure that all adults are suitable to work with children. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a good understanding of how children learn and develop. They plan stimulating activities that engage and motivate children to learn, building on their current interests. For example, staff help older children to find out where they live in the community. They use virtual maps on the internet and children confidently direct staff to navigate the way from nursery to their own homes. Children help staff to draw a map and mark their homes on it. This helps children to see where they live in relation to their peers and develop an understanding of the wider world.

Personal development, behaviour and welfare are good

Staff are sensitive to the emotional needs of babies and support them well. They offer cuddles and reassurance, helping babies to settle quickly. Staff ensure that they regularly attend to children's individual care needs effectively. For instance, they implement good nappy changing routines and encourage children to adopt good hygiene habits. Staff supervise children at all times, including when they go to the toilet. Children behave well. They develop good levels of independence with self-care skills, such as when toileting and when they wash their hands afterwards. Children learn about the natural world. For instance, older children delight in filling up buckets and watering cans to water plants in the garden. They know that plants need water and sun to grow successfully.

Outcomes for children are good

All children are prepared well for future learning and school. Babies develop good physical skills, pulling themselves up to stand with confidence. They bang wooden implements and enjoy the sounds they make. Young children investigate the feel of paint as it oozes through their fingers. They make handprints on paper, building on their early mark-making skills. Children develop good mathematical skills. For example, they draw shapes, such as a triangle and know that it has three sides. Children discover how they can post dried spaghetti through sieves and learn that when it snaps, the length becomes shorter. Older children name more complex shapes, such as a semicircle. They show great pride in their achievements, valuing the praise given by staff. Parents comment positively, stating, 'My child has come on so well, particularly with their confidence'.

Setting details

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| Unique reference number | EY449877 |
| Local authority | Lancashire |
| Inspection number | 1124931 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 4 |
| Total number of places | 74 |
| Number of children on roll | 86 |
| Name of registered person | Small Wonders Nurseries (Preston) Limited |
| Registered person unique reference number | RP531766 |
| Date of previous inspection | 24 September 2013 |
| Telephone number | 01772 556900 |

Small Wonders Nursery registered in 2012 and is one of two settings owned by the same provider. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications ranging from level 2 to level 5. 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.

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