

Wonderland Day Care Nursery Co-op Ltd

Inspection report for early years provision

Unique Reference Number	105257
Inspection date	19 October 2007
Inspector	Margaret Coyne
Setting Address	Strathmore Walk, LUTON, Bedfordshire, LU1 3PD
Telephone number	01582 458555
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Registered person	Wonderland Daycare Nursery Co-op Luton Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Wonderland Day Nursery opened in 1995 and operates from a purpose built building close to the town centre in Luton, Bedfordshire. The group have access to three base rooms, a kitchen, utility areas, a laundry, staff room, office and toilets. All children have shared access to a secure, enclosed outside area. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 to 17.30 for 51 weeks of the year. They also offer extended hours, with prior arrangement with parents, from 08.00 to 18.00.

There are currently 40 children aged from three months to under five years on roll. Of these, 10 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 13 staff. Of these, 11 staff, including the manager, hold appropriate early years qualifications and two staff are working towards increasing their qualification. The nursery receive support from the local authority. The nursery has received a Quality Counts Accreditation from the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about maintaining their own personal hygiene through well-planned daily routines. Older children have developed an awareness of how and why we wash our hands and when it is important to do so. For example, before meals and snacks, after using the toilet and after messy activities. Younger children develop their understanding through watching others, discussion and through the positive role modelling from the adults. The children are protected from infection through well-managed hygiene routines which are practiced by the nursery. For example, the nappy changing routines, the sick child policy, using separate flannels to dry their hands and the appropriate practice of staff as they ensure the premises, toys and equipment are clean. Overall, the high standard of cleanliness throughout the nursery contributes to the children's good health. Staff are well informed about children's health issues and all relevant records and documents are in place. A high percentage of staff hold first aid certificates and are aware of how to administer first aid to the children to ensure their health and safety.

Children benefit from a healthy diet. The nursery has gained a Healthy Eating award and meals and snacks are varied, healthy and nutritious. Children enjoy their meals and can ask for second helpings to satisfy their appetites. Their meals are prepared in accordance to their needs and any allergies or dietary requirements are complied with. The meals are prepared in the nursery kitchen and ensure children can try many different tastes and experiences including multi-cultural food, fresh vegetables and fruit. They enjoy a chicken casserole on the first day of the inspection and a roast turkey dinner on the second day. Babies are fed in line with personal routines and by consistent carers. They relate well to the adults and are content.

Children enjoy a stimulating range of equipment to promote a healthy lifestyle and their physical development. The garden has been planned to incorporate different activities which encourage the children to use their bodies keeping fit and healthy. Children move with confidence and skill as they organise a game of football, kicking the ball at the goal, tackling each other and saving goals. Others use the climbing frames and slides with growing confidence and balance. Children play 'tennis' with an adult batting the ball between them gaining hand eye coordination and developing the concept of sharing a game. Children are encouraged to further this development as they throw hoops over cones and express delight when they manage it the first time. Children's dexterity and hand eye coordination is developed as they cut, glue and paint using a variety of one-handed tools. They manipulate play dough and handle small figures with ease. Staff use the 'Birth to three matters' framework to provide a range of physical play experiences for babies and younger children. They enjoy moving around the room accessing various toys which capture their interest. Babies are able to increase their mobility with the use of low-level furniture and push along toys. They reach for the colourful resources and are learning to express themselves in different ways in order to make their wants and needs known. Their gestures and 'baby babble' are interpreted by staff who have a secure understanding of meeting all children's needs. Children are encouraged to nap and sleep as required and suitable provision is made to ensure each child can sleep within their own routine. Some babies are able to sleep outside in the fresh air in comfortable prams while others have cots and separate bedding.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is paramount to the organisation of the nursery. Staff recognise hazards and take positive steps to minimise these both indoors and in the outdoor play area. Effective security measures are in place to protect the children from harm. Staff ensure children are aware of their own personal safety and promote this with activities and events such as hiring the road safety kit from the local authority. Children gain an awareness of keeping themselves safe in the group as they practise simple procedures such as emergency evacuation and follow the boundaries necessary to keep safe. For example, helping to tidy up their play areas, and the safe use of the outdoor equipment. Staff use effective explanations as they talk to the children and this is aimed at their level of understanding. This enables children to take risks in a safe and controlled environment. Supervision is high throughout the nursery and deployment of staff is efficient.

The group have secure systems in place for the children's protection and welfare. Systematic risk assessments are carried out and all staff share in the responsibility for keeping the children safe. Health and safety systems are robust and ensure children and staff remain protected. The setting is well planned with lots of space for children to move freely and safely around activities. Children play in their base rooms and the toddler group get together with the pre-school group for mealtimes. The nursery is bright, cheerful and well maintained, providing a stimulating environment for children to feel comfortable and at home in. Younger children have their own rooms with a cot room, nappy changing area and small kitchen. Babies have space to move around and explore their environment. Sleeping children are checked regularly to ensure they remain safe, content and well cared for.

Children have access to an abundance of safe, good quality, age-appropriate toys, furniture and equipment. These are well-organised throughout the nursery to develop children's independence in self-selection. Children show respect for their toys and equipment and eagerly help to tidy items away. Resources are well presented to encourage children to participate and the purposeful use of space throughout the setting provides separate areas for different activities. For example, role play areas, comfy reading areas, creative areas and messy play areas. The garden is a safe area with high fences, locked gates and soft safety surface under the climbing frames. Staff provide a variety of activities in the outdoor area to make it an interesting and fun place for children to access.

Children's welfare is safeguarded and promoted because staff are knowledgeable about child protection and encouraged to attend training to further enhance their understanding. Most procedures are up to date. However, the groups policy for child protection has not yet been updated with regard to the government summary 'What To Do If You Think A Child Is Being Abused'. The group have not yet obtained the Local Safeguarding Child Board procedures to further update and extend their understanding. Their good practice ensures any concerns are dealt with in a sensitive manner and a designated person is responsible to deal with any concerns and liaise with outside agencies to ensure children are protected at all times. Parents are aware of the nursery's responsibility to protect the children in their care and the group ensure procedures are in place to deal with any allegations raised against a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, settled and secure. They have a sense of belonging as they come into the nursery and know the routine. Staff greet each child and make them feel welcome. Children relate well to each other and socialise together seeking out friends to share activities. Most children spend their time purposefully as they freely move around the activities throughout the day. They explore new and familiar concepts such as the home corner, dressing up, share books together and have opportunity to be creative. Staff have a secure awareness of the 'Birth to three matters' framework and this has a positive impact on the younger children's progress. Staff plan activities in line with this framework and have a purposeful knowledge about what children can learn. Young children receive lots of cuddles and attention which increases their sense of well-being and contentment. They explore many resources such as musical toys, look at their own reflections in the mirror, use interactive toys and enjoy messy, tactile play using their senses such as cornflour, rice pudding and cold baked beans. They have opportunity to experience how things smell, taste and feel using these imaginative resources. Treasure baskets provide heuristic play opportunities as children explore everyday objects. Young children develop their communication skills as they respond to others around them. With the use of verbal and non-verbal language they make their needs known to staff who are adept at interpreting these. Children of all ages and abilities use a range of creative materials such as paint, sticking and play dough. Children learn through these experiences and are directly involved and interested in their play. They are secure as they learn through their play and are allowed to make errors, decisions and choices as they select activities and share their play with others.

Children's confidence is growing. This has been achieved by the support and direction of staff. Staff value the children and generally speak positively to them. Older children are starting to resolve their differences as they learn to share with others and friendship groups are forming. Younger children confidently share experiences with staff and ask for support when required. For example, when looking at books together or completing jigsaws. Children are very proud of the animals they have made from Popoids and give a detailed account of how many legs it has and that it does not have a tail. Whole group times such as story time are managed well as children sit together with staff who make the stories fun, interactive and interesting. These hold the children's attention because they are able to join in with familiar sections of the 'We're going on a bear hunt' story.

Staff throughout the nursery generally make the experiences enjoyable and meaningful for the children which in turn aids their concentration and confidence to participate. Children are receptive to the praise and encouragement that is provided by staff. This has a clear impact on their self-esteem and encourages them to try new tasks and participate in activities. However, staff do not always encourage children to act independently at meal and snack times because they serve the children's meals, set the table, pour their drinks, cut their food up for them and clear away after them. This hinders children's confidence and self-esteem to operate independently during these times. Children's personal development records are linked into the aspects for the 'Birth to three matters' framework. These clearly show the progress the children make in their development and this information follows the children through the nursery to provide an informative starting point as they move into the Foundation Stage.

Nursery Education

The quality of teaching and learning is good. Children take part in a wealth of experiences with well-planned activities and resources. Staff have a good awareness of children's starting points

from information gained either from parents or from the children's progress through the 'Birth to three matters' framework. They use this to plan the next steps in their development. Staff know the children well and have created a realistic balance between adult-led and child-initiated play. Staff help children succeed and build their self-reliance skills through the range of activities on offer. Staff encourage children to participate by making the activities interesting and aimed at their individual abilities. However, some activities are not always extended for more able children which results in some behaviour issues because children are not challenged at this time. Staff are secure with the early learning goals which reflects on the progress the children make. They ask open-ended questions which encourage children to think for themselves and take part in discussions. They encourage children to gain the confidence to succeed and support them well as they aspire to do so. Staff update their knowledge through training and support. This ensures their planning is detailed and covers all areas of learning comprehensively. They evaluate the activities to ensure they have been successful in delivering their aims and objectives during play.

Children's achievements are clearly linked to the stepping stones. Staff use assessments and on-going observations extremely well to plan the next steps in children's learning. Each child has a portfolio containing examples of their work and a clear observations as an assessment of their progress. The written observations provide detailed information about a child's achievements. These identify any gaps in a child's learning which staff use when developing future planning.

Children are secure, happy and occupied throughout their time in the nursery. They confidently move between activities playing freely and are forming good relationships with their peers. They have a strong sense of belonging as they seek out friends, join in activities and clearly know the routine. Children access equipment to extend their own play and initiate games and activities themselves. They show care and compassion towards another child who is finding it hard to settle. They invite her to join their play and help her do jigsaws puzzles. Staff are adept at stepping back letting a child take over the activity using their own skills and imaginations. Children enjoy using language in their imaginative play and during group discussion. They enjoy books and will sit comfortably together in the book area as they share stories. Children are learning sounds of letters and most can recognise their own names. However, there are limited labels on familiar objects around the room to support children's emergent word recognition skills. Children are gaining some awareness of the different purposes of writing and attempt early writing skills during play. They use mark making in role play and activities such as dot to dot, tracing and copying. Children confidently count and can recognise written numbers and match objects. They solve simple problem's applying their own skills and mathematical thinking. For example, weighing and measuring objects. They play matching and sorting games such as a ladybird game matching the dots on the dice to those on the card, they play picture pairs and sort the 'Compare Bears' into groups. Staff introduce children to mathematical language in everyday play and children are heard to use this as they discuss position particularly when playing sporting games in the outdoor area. This underpins their knowledge and experiences.

Staff provide children with opportunities to extend their knowledge and understanding of the world around them. They have access to a computer and use various learning programs to support their literacy and numeracy skills. Children enjoy exploring simple science as they take part in hands-on discovery with a magnetic construction set discovering how to build it together experiencing the different polarities. Children also have opportunity to discover how a telescope, microscope and magnifying glass works. They discover mini beasts, explore how different objects float or sink and experience growth and change as they plant seeds and bulbs.

Creative activities give children a sense of achievement as they are able to create spontaneously using their own imaginations and skills. Children can freely access a range of different textures and techniques to create. Staff are adept at allowing children opportunity to do so spontaneously through child-initiated art and craft. Some activities are adult-led which children equally enjoy. For example, they have fun sticking different coloured rice onto paper plates making patterns and have made beads from clay which they paint in bright colours. Children enjoy time in the role play area making food and cups of tea which they hand around. This area is changed regularly so children can take part in familiar role play such as a pets corner, doctors surgery, police station, an office, shop and travel agents. Children's physical development is enhanced by the range of activities they take part in to develop their body control and dexterity. They make excellent use of the outdoor area and develop their own team games and singular play to move their bodies as the climb, balance, pedal and run around.

Helping children make a positive contribution

The provision is satisfactory.

Children have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. They take part in a range of activities of both familiar and unfamiliar festivals and celebrations. For example, Christmas, Easter, Rosh Hashanah, Ramadan and Diwali. Staff have positive attitudes and present themselves as sensitive role models. This helps children relate to others and gain a positive understanding of the needs of others. Children's spiritual, moral, social and cultural development is fostered. All children are valued and respected as individuals and their needs are well documented and implemented. For example, at mealtimes and when comfort is given to younger children. Children play in an environment where they are engaged and nurtured free from any type of stereotyping. Those children who speak English as an additional language are well supported to help them integrate and take part in the nurseries daily activities. There are no children attending at present with learning difficulties/and or disabilities although the nursery has a trained member of staff to support any children that may attend in the future.

Children have a secure understanding of the boundaries within the pre-school and generally respond to direction from adults in a positive fashion. This impacts clearly on their security and confidence as they develop their understanding and know what is expected of them. However, not all staff are consistent in their behaviour management or use positive reinforcement to encourage children to manage and control their own behaviour. Most children develop a good level of self-esteem as they are able to resolve differences and gain an understanding between right and wrong. Children share in the responsibility for their own behaviour as they learn to listen to others, share and wait turns and being kind to their friends. For example, children in the outdoor area take a new child and show her around the area, holding hands and patiently pointing out all the different activities on offer. Children play an active role in keeping their environment clean and tidy. They help at tidy up time and work cooperatively together to tidy their activities away before meal and snack times.

The partnership with parents and carers is good. This contributes significantly to the children's sense of belonging, security and well-being. Parents play an active role in their child's care and a two way sharing of information is encouraged with the use of daily communication books. Parents are invited to regular open days and events including consultation evenings to share children's progress and achievements through the Foundation Stage. Staff are extremely approachable and friendly, making parents feel secure and at ease, confident with the care provided for their child. Their involvement impacts greatly on the children's good health, safety, care and learning. A wealth of information is available for parents to fully understand the

organisation of the nursery and how they can support the care, learning and welfare of their child. Flexible settling-in procedures ensure children are happy and comfortable in the setting and develop a sense of trust in the adults that care for them. Key workers are allocated to each child and remain the first point of contact for parents. A full profile is gained from parents about their child. This helps staff understand what stage a child has reached when they enter the nursery and enables them to support each child's individual care and learning.

Organisation

The organisation is good.

The efficient organisation throughout the nursery contributes to children's well-being. The leadership and management is good. This benefits the children as they move through the group from the baby room to the toddler room and on to the pre-school room. The nursery is a co-operative and is run by three directors who all share in the daily organisation of the group. The directors are committed to improving the care and education of the children. A good selection of both mature and younger staff provide a homely atmosphere as staff share their experience and knowledge. Staff have clearly defined roles and responsibilities such as room leaders and child protection, health and safety and behaviour management coordinators. This ensures staff share in the organisation of the group and helps them provide a range of experiences for the children in their play and learning. The management team encourage staff to attend additional training. This is reflected in the staffs ability to care for the children. The directors are responsible for all aspects of the nursery and a robust system is in place for the recruitment, supervision and induction of all staff. Staff have a secure knowledge of the National Standards and implement these throughout the setting. This is enhanced with their knowledge of the 'Birth to three matters' framework and the Foundation Stage. High regard for the well-being of the children, their group sizes, adult support and well-planned activities, contribute to children's well-being, enjoyment and achievements. A positive, motivated and dedicated staff team work enthusiastically together. Opportunities for children to play and learn are enriched because staff are qualified and have a range of experiences working with children under five years.

The premises are very well-organised. Indoor space is effectively arranged to maximise the play opportunities for children through the different age groups and abilities. They each play within their appropriate age ability groups and move up as they are ready. The individual rooms provide children with safe, imaginative areas and resources which they can access independently. Children's daily routines are well-organised throughout the setting. Through this children have time to play and achieve working at their own pace. Routines also takes account of part-time children so they have opportunity to participate in the weekly activities because they can be revisited.

Children's welfare is maintained because of the effective organisation of all records and documents. A comprehensive organisational plan is used to ensure the smooth operation of the nursery as a whole. This is up-dated as required. Staff actively evaluate their own practice. They work closely together with the directors to ensure the overall evaluation of the nurseries procedures. They play an active role in planning the activities and routines for the children ensuring these are age-appropriate. An inclusive environment has been created which clearly shows that each child matters. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to conduct a risk assessment on the hard surface of the playground, to ensure the recording of accidents is confidential and to ensure staff are consistent in writing children's names on their work.

A thorough risk assessment is conducted in the playground to ensure the children's safety. All accidents are recorded on separate pages in the accident book to ensure confidentiality. Staff are aware of the correct way to write children's names on their work and will encourage children who are able to do this for themselves.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- extend the opportunities for children to develop their independence skills, for example at meal and snack times
- update the child protection policies and procedures in line with the Local Safeguarding Children Board procedures and the government summary 'What To Do If You Think A Child Is Being Abused'
- ensure staff work consistently together to develop positive strategies to manage children's behaviour.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend the use of labels around the room to increase children's awareness of word recognition with familiar objects
- develop planning to ensure older or more able children are sufficiently challenged.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk