

Wonderland Nursery

Inspection report for early years provision

Unique Reference Number	EY216639
Inspection date	16 October 2007
Inspector	Susan Elizabeth Tovey
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Registered person	Wonderland Nursery 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 outstanding. 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 Nursery Limited opened in 2002. It operates from a self contained unit on the ground floor of a building within Jupiter House in Hayes in the London Borough of Hillingdon.

A maximum of 26 children may attend the setting at any one time. The nursery is open Monday to Friday from 08:00 to 18:00 for 52 weeks of the year except bank holidays. All children have access to a secure enclosed outdoor play area.

There are currently 41 children aged two years to under five years on roll. Of these 20 children receive funding for nursery education. Children attend a variety of sessions and come from a wide catchment area. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery employs eight staff to work with the children, including the officer in charge and manager. All staff hold appropriate early years qualifications.

The setting maintains links with the Hillingdon Childcare and Early Years Services and has accreditation in the National Day Nursery Association's programme of Quality Counts.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive because the staff follow highly effective procedures and practices which meet the children's physical, nutritious and health needs. The exceptional adult support and guidance helps children gain an excellent understanding of hygiene and a real desire to become increasingly independent in their personal care.

Children explore, challenge and develop physical control in stimulating daily indoor and outdoor experiences. The staff have a very thorough knowledge of the Birth to three matters framework. Their excellent understanding of each child's stage of development means that children are confident to try out new skills. Children ask for help when needed and set their own limits within the safe environment. For example, children are able to pedal bikes with ease and competently negotiate obstacles, whilst others balance on beams and tyres, play with sand, wash dolls in the water tray and make tea in the play kitchen. Children develop a very positive attitude to physical exercise. They delight in the challenge of a versatile range of activities, such as music and movement sessions, nature walks and obstacle courses.

Children have very good appetites and thoroughly enjoy a variety of healthy, nutritious meals that are freshly prepared by the nursery chef. All children are extremely independent especially at mealtimes, they help set the tables, serve their own portions of food with self selected utensils and pour their own drinks. Mealtimes are a very social time with everyone eating together in their groups. Children are able to talk confidently about the different fruits and vegetables displayed on the plate at snack time. They are very proud of their book 'Our Visit from the Dentist' displayed. This links to their topic 'Healthy Eating' and which food and drink are good for their teeth.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Risks of harm to children are unlikely, as the staff are extremely vigilant and use thorough and highly effective risk assessments. The staff have an excellent understanding of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in organising their environment. Children have a keen awareness of danger and how to protect themselves from harm.

Children use high quality equipment and resources appropriate to their age and stage of development. Children with learning difficulties and/or disabilities will be safe and fully included because of the sensitive adult support and well planned adaptation of resources and activities. The staff have a comprehensive understanding of all safety related issues and have in place all the relevant documentation to ensure children's safety.

Children are very well protected by the staff team who have an excellent understanding of child protection policies and procedures, and give top priority to children's welfare. All of these measures greatly contribute to the safety and welfare of the children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children have enormous fun and they play enthusiastically with an excellent range of activities and resources, which promote all areas of their learning. The children make excellent progress as the staff recognise the uniqueness of each child. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self.

Children enjoy the balance of activities available to them which helps them progress in all areas of development and they spend their time purposefully. For example, they paint, use their imagination as they play in the estate agency and home role play areas, with small world resources and sit sensibly together as they listen to stories with ' Mr. Rabbit'. Staff work together to adapt activities to give all children opportunities to develop their skills. Planned documents show how activities are successfully linked to the Foundation Stage curriculum and the Birth to three matters framework.

Nursery education

The quality of teaching and children's learning is good. Children's personal, social and emotional development is a strength of the nursery. Children occupy themselves well and are motivated learners. They independently move from one activity to another keeping themselves constantly engaged. They use their initiative during play, behave very well and understand right from wrong. They form good relationships with each other, play well together and show care and consideration for others. They demonstrate extremely good independence skills as they tidy away resources, select their own choice of collage materials and serve themselves at lunch.

Staff have a good knowledge and understanding of the Foundation Stage curriculum guidance and the early learning goals. They have a good understanding of how children learn which means that a variety of interesting, stimulating activities matched to children's individual stage of development are provided. Staff collate information about the children's achievements, through observations and assessments. The children's attitude to learning is positive and they play an active role in this, as they make choices from the activities offered. They concentrate well during routine activities, such as circle time, they listen carefully to instructions and attentively to stories especially with puppets as props. The children negotiate well with one another whilst waiting to do a painting and wear a popular dressing up outfit .

Children are very confident and self-assured. They are secure in their relationships with adults and interact positively with other children. Children are very independent in their self-care skills, with most children able to put on their own outdoor clothes, dressing up clothes and aprons for painting. The children are familiar with the daily routine and follow this well. Children are confident speakers and engage easily in conversation with others as they play. They chat together whilst playing in the home area ordering their thoughts well before speaking. They recognise their written names on their place cards. The children enjoy exploring books, both individually and in small groups through out the day. The book area is very comfortable and cosy with the books displayed in an inviting way. The children especially love the books they have made from their visits out and about in the community. The current one is all about different homes. Children are captivated during story time, and they eagerly await what happens next. The children can explore mark-making as a writing and drawing activity at the table or help themselves from the many resources available .Some children can write their own names, others attempt with the support of staff on their art work.

Children's mathematical development is excellent. They are very confident with numbers and counting. Children regularly practise their counting skills through good use of number rhymes. They are familiar with number names and are aware of the order of numbers, both forward and back. Staff frequently encourage children to consolidate their skills further as they ask them to count and invite them to tell them "how many" of something they have or would like to use or ask them to help themselves to a certain number of items, for instance, two pieces of fruit and ten raisins. Children use appropriate mathematical terms to identify shapes, position and as they make comparisons, for example whether something is big or small, They have opportunities to build and construct with a range of objects and materials. The children enjoy using the computer and are able to perform simple functions, such as clicking and dragging. Children talk about their families and special events and show awareness of time. They discuss the weather and understand why they need to wear rain coats and boots to play in the rain and sun hats when sunny. Through planned activities the children are becoming aware of cultural, religious events and customs of countries of the world. They are able to explore, investigate and make discoveries, for example, they use magnifying glasses to look at insects in the garden and on nature walks.. They are learning about how things grow, as they plant seeds and sunflowers.

Children enthusiastically take part in physical activities and have some opportunities to reinforce and further progress their skills. They demonstrate good spatial awareness when playing outside using wheeled toys, as they adjust speed, change direction and avoid collision. Children balance on tyres, milk crates and low beams. However, the outdoor apparatus offered lacks challenge for the older and more able children. Children develop their fine muscle movements as they cut with scissors, manipulate play dough with their hands and use a range of small scale resources. They enjoy joining in games where they use their imagination and act out stories. The children take part in many art and craft activities, the materials are laid out and children are encouraged to make independent choices and explore free creativity.

Helping children make a positive contribution

The provision is outstanding.

All children within the setting are valued as individuals and have excellent relationships with staff and one another. Children enjoy the genuine interest taken in them by staff. They have excellent self-esteem as a result of the praise and encouragement they receive from staff who value all children's efforts. Children show a very good understanding of the needs of others and show care and consideration to others during the day. They share resources and are patient, for example, as they wait their turn for the dish of vegetables to be passed around at lunch-time. Children's spiritual, moral, social and cultural development is fostered. They are very happy and relaxed within the nursery where children have positive relationships with one another. They feel good about themselves and staff sensitively support children to help them progress. Children celebrate each other's achievements and clap to applaud the efforts of other children. They develop an understanding of diversity through play with a variety of multicultural resources . Staff have experience of supporting children with learning difficulties and/or disabilities and work in close partnership with parents and outside agencies to meet individual needs.

Children's behaviour is excellent; they know what is expected of them and are clear about what is right and wrong. They listen to staff and respond positively to requests. They sit quietly at story time and line up sensibly to clean their teeth. Children have an excellent understanding of the boundaries and behaviour expectations of the nursery and share and take turns very well. They are very polite to one another, through the excellent role models provided by the staff, who encourage the children to say 'please' and 'thank-you'.

The partnership with parents and carers is outstanding and contributes significantly to children's well-being in the nursery. Children benefit enormously from the friendly interaction between staff and parents, which is enhanced by the key worker system. Parents' views about their child's needs and interests are actively sought before the child starts at the setting. Parents are kept well informed about how their child is progressing and developing through verbal exchanges, an open door policy and parents evening. They receive regular, detailed information about the nursery and they support their child's learning. For example, by attending fundraising events like barbeques, dinners and dance evenings. All policies and procedures are shared with the parents, who are able to share their views about the nursery through questionnaires and discussion with the staff. Parents are extremely positive in their praise of the nursery and feel well informed about their children progress.

Organisation

The organisation is outstanding.

Excellent teamwork contributes greatly to children having fun, positive play and learning experiences at the nursery. All staff have a very clear understanding of their roles and responsibilities within the provision. The implementation of the operational plan is highly effective ensuring all children are provided with high levels of support and thrive in the vibrant and well organised setting. Time and resources are exceptionally well used and the learning environment enables children to reach their maximum potential and play an active role in their learning. A highly effective and well organised key worker system operates which secures the links between home and nursery and enables children's individual needs to be fully met.

The leadership and management of nursery education is good. The highly committed officer in charge and staff provide good levels of care to enhance children's experiences and well-being. The nursery is very well organised and has a good leadership team with a shared vision. It is managed extremely effectively, with good systems and structures in place to ensure all staff are appropriately supported and trained. Children are making very good progress towards the early learning goals. Practice is continually monitored, evaluated and records maintained of these reviewed. Staff are committed and dedicated to ensure good standards are maintained and have identified areas for further improvement. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All documentation to support all areas of practice are well maintained. Overall, the nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery was asked to ensure that the staff times of arrival and departure are recorded. The system of recording staff on the premises has been updated to include an accurate record of staff times of arrival and departure. This ensures the safety of the children is improved

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

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):

- increase opportunities for physical development by providing apparatus to challenge and dare the older and more able children

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