

Wonderland Children's Day Nursery (UK) Ltd

Inspection report for early years provision

Unique Reference Number	EY359697
Inspection date	08 July 2008
Inspector	Permjit Tanda
Setting Address	57 Holyhead Road, Wednesbury, West Midlands, WS10 7DF
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Registered person	Wonderland Childrens Day Nursery (UK) 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 good. 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 Children's Day Nursery opened in 2003, and re-registered with the new provider in 2007. It operates from premises situated in Wednesbury. There are local shops, a park and a school within walking distance. The nursery serves the local community and surrounding areas.

Currently there are 88 children on roll. This includes three funded four-year-olds and 14 funded three-year-olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The Nursery opens five days a week from Monday to Friday all year round. Sessions are from 07:30 until 18:00.

Nineteen staff work directly with the children, of these 16 hold a relevant early years qualification and three are working towards a suitable qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are welcomed into a clean environment where they can play, rest, sleep and be active according to their needs. Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. The effective systems around nappy changing and the cleaning of areas and equipment children use helps prevent the spread of infection. The good adult support and guidance helps older and younger children gain an understanding of appropriate hygiene, for example, the children learn to wash their hands in preparation for meals and after visiting the toilet. All the required medication and accident recording formats are in place along with well-stocked first aid boxes which are easily accessible. Most of the staff hold a current first aid certificate and therefore the children's welfare is promoted.

Children make effective use of the outdoor play area because it is made available through organised outdoor play sessions throughout the day. The outdoor area is currently being further developed to include large climbing apparatus to offer further challenge for the children and develop their climbing skills. Children have opportunities to increase their imagination and creativity through activities such as the static train and through staff taking indoor activities outside. Children increase their co-ordination and balance through using items such as bats, balls, beanbags, a large parachute and balancing beams. They confidently use tricycles and enjoy their time outdoors. Indoors, younger children especially engage in physical activity through using tunnels to crawl through and pop-up tents to climb in and out of, and learn to manage steps through the apparatus made available. Babies acquire new physical skills because they have a safe space indoors to lie, roll and crawl.

Children are well nourished and hydrated throughout the day. They have access to drinking water and enjoy fresh fruit and vegetables at snack time and with their lunch. Lunch meals are mostly freshly prepared, well balanced and take account of the individual and cultural needs of all children. Children's special dietary requirements and preferences are catered for well. Staff are attentive to the needs of babies who are weaning and they are fed according to their individual needs such as freshly prepared liquidized meals and options such as pureed fruit and mashed banana. Children enjoy meal times and parents' wishes are respected.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a stimulating environment which is well organised. Accidental injury is minimised because staff are vigilant and use thorough risk assessments to reduce potential hazards in the environment. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits. They supervise the children well and organise the environment, allowing them to trust and explore their environment fully. Children learn to keep themselves safe through their daily experiences; for example, older children manage the stairs in an orderly fashion because staff gently remind them of the boundaries in place and the reasons for them. Children freely use good quality equipment appropriate to their age and stage of development. All resources and equipment are checked and monitored regularly for safety.

There is a detailed child protection policy in place and there is a nominated person with overall responsibility for child protection issues. Children are protected by staff, most of whom, have a good knowledge and understanding of the possible signs and symptoms of abuse, child protection policies and procedures and how to implement them effectively. However, some new staff have not undertaken child protection training and although they clearly understand the policy and procedure to follow to ensure children are fully safeguarded, they are unclear of some of the possible symptoms of abuse and the procedure to follow in the event of an allegation against a member of staff. This potentially compromises children's safety. All the required policies and procedures for the safe management of the setting are in place and regularly updated.

Helping children achieve well and enjoy what they do

The provision is good.

Children are welcomed into a child-orientated environment. They arrive happy and eager to participate. Children make good progress because 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 under three years are cared for in separate rooms according to their age and ability and the environment is organised with their needs in mind. Staff plan a varied range of activities using the 'Birth to three matters' framework to support children's learning in all areas of development. Children have many opportunities to explore and discover through a varied range of creative activities. Staff plan regular opportunities for them to increase their sensory skills through experiencing activities such as jelly, rice, compost and custard. Opportunities to use the sand, water, paint and dough are on occasions hindered because staff do not always make them available throughout the day and this limits the freedom children have to engage and play with what interests them. Staff plan a good range of experiences which are meaningful and appropriate but do not always effectively consider the developmental needs of the more able children and therefore on occasions children's play is not always fully extended.

Babies make contact with adults and gain their attention and staff build and support their early communication through good eye contact, the use of facial expressions and varied voice tones. They enjoy singing and action songs and actively take part in their favourite songs. Staff are warm, caring and attentive to their needs. For children over eighteen months there is a strong focus for them to develop a healthy independence and increase their self-help skills. They benefit from playrooms which are well organised where they have the autonomy to decide what to do. They have the confidence and abilities to initiate their own play and do so with ease as they move around the confidently. Children are inquisitive and curious because staff plan a variety of experiences for their enjoyment. A group of children are enthralled with the sound of the African instruments and spend much of their time with their chosen activity. Children enjoy books and stories and this fondness is further enhanced through adults sitting with the children and reading their chosen books and adapting the story to maintain the children's interest.

Education.

The quality of teaching and learning is good. The staff leading the educational programme have recently come together; they work well as a team and support each other in order to benefit the children. The team leader is confident in her approach and is keen to take on new ideas to help develop the staff and children. Children are interested, motivated to learn and often inspired by the range of activities and resources provided for their enjoyment. Many

children are absorbed in their chosen play, for example, a group of children play at length and co-operate well whilst in the role play area. They sit patiently, listening intently during story sessions. Staff maintain the children's interest through interesting questions and appropriate explanations and introduce new vocabulary and various concepts well. Children confidently participate in group discussions and are keen to answer questions.

Children enjoy mark-making to represent their ideas and pencil control is developing well through children using chalk boards, painting and colouring. Some children make use of the writing area to draw pictures, whilst others look for their own and others' name cards. Staff incorporate early mathematical concepts well such as recognising numerals, counting, weighing and measuring and use language to compare and describe through practical experiences linked to the chosen theme. Children have been involved in measuring their height and comparing size. Children make good use of the computer because staff are confident in their approach and use it well to aid children's learning in their mathematical development and literacy skills. Children enjoy outdoor play and learn to move confidently, imaginatively and safely. They handle tools, objects, and construction materials safely and with increased control.

The children's playroom has recently been changed around to create designated areas, for example, a maths area, arts and craft area and book area, however, some of these areas are not well used by the children due to their position and accessibility to resources. Some areas within the room such as the sand, water and role play area, although popular with the children do not successfully offer increased challenge for the more able children. For example, children daily use the sand and water and they enjoy pouring and filling bottles using funnels and playing imaginatively, however opportunities to explore resources which develop concepts, such as floating and sinking, to further extend children's learning are not made available.

Staff organise adult-led, adult-supported and child-initiated play opportunities and plan their time well so that most is spent working directly with the children. Staff observe what the children do and use systematic assessments and record children's achievements. They are in the early stages of using this information to help plan for the children's next steps in their learning.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children are welcomed and are given the opportunity to take full part in the nursery day. Children gain self-assurance through warm relationships with staff that are aware of their individual needs. Babies are fed and sleep according to their individual needs and routine throughout the day. Babies are well nourished and staff are attentive at meal times and support them well. A familiar staff team means the children's individual needs are met well. Children are valued, respected as individuals, and treated with equal concern as the staff have a secure understanding of equality issues. Staff acknowledge difference in a positive manner. Staff are able to adapt the environment and activities to meet the needs of children with disabilities and special needs. Children learn about the wider world through planned activities and resources reflecting positive images of race, culture, gender and disability.

Children are confident and understand what is expected, they work well together and have good relationships with adults. Staff support children in sharing and turn taking and they respond well to gentle reminders to care for the environment, the resources and for each other. Staff set consistent boundaries for the children, which helps them learn to negotiate with others

and take responsibility for their own behaviour. Children learn to understand right and wrong in a positive environment where their achievements are celebrated through praise and reward.

Partnership with parents is good. Children's needs are met well because staff actively seek parents' views about their children's needs and interests before the child starts at the setting. There is an efficient system in place to inform parents about children's daily activities and progress through the use of daily written records, discussion and six-monthly parents evenings and written reports. Parents are provided with good quality information about the setting and its provision through a detailed parent pack which includes the nursery policies. Parents are kept well informed about the curriculum and activities. Regular newsletters, written correspondence and effective use of notice boards encourage parents to be involved in nursery life. Children benefit from the involvement of their parents, which contributes to their well-being at the setting.

Organisation

The organisation is good.

The operational plan works well in practice. Policies and procedures are generally implemented effectively by enthusiastic and dedicated staff who enjoy the role they play in the lives of the children in their care. Robust procedures are in place for recruiting and vetting staff to ensure they are suitably qualified and experienced. All practitioners receive an induction into the policies and procedures that govern the smooth operation of the setting.

Leadership and management is good. The proprietor takes an active role and supports the manager, who is responsible for the daily running of the setting, well. Regular discussions and meetings with one another, room leaders and the whole staff team ensure good communication is maintained. There are effective systems in place to monitor and evaluate the provision for nursery education. The management demonstrates a healthy commitment to staff training and development and therefore unqualified staff are working towards appropriate qualifications. Most of the staff are suitably qualified and experienced, and confidently use the Curriculum guidance for the foundation stage and the 'Birth to three matters' framework to help children make good progress in their play and learning.

Staff give good regard to the well-being of the children they care for and the key worker system adopted ensures staff communicate well to meet the children's needs. The commitment from staff ensures all adults work well together to promote children's health, achievement and enjoyment. All legally required documentation, which contributes to children's health, safety and well-being is in place and regularly reviewed. The setting meets the needs of the range of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

On 18 January 2008 Ofsted received concerns in relation to the National Standards; Standard 13: Child protection, 2:Organisation, 3:Care learning and play, 6:Safety, 7:Health, 8:Food and drink, 10: Special needs, 14:Documentation. Ofsted conducted an unannounced visit on 30 January 2008. Breaches were identified in relation to National Standard 2:Organisation, National Standard 7:Health, National Standard 8:Food and drink, National Standard 10:Special needs,

National Standard 13:Child protection and national standard 14:Documentation. As a result, actions and recommendations were raised as follows: ensure that adult and child ratios, training and qualification requirements are met and that space and resources are organised to meet child's needs effectively; ensure the good health of children is promoted, that positive steps are taken to prevent the spread of infection and appropriate measures when they are ill; ensure the registered person has regard to the Code of Practice (2001) for the Identification and Assessment of Special Educational Needs; ensure local child protection procedures approved by the Local Safeguarding Children Board are complied with and ensure all adults working or looking after children in the provision are able to put procedures into practice, and ensure Ofsted is informed of any significant events at the earliest opportunity. An appropriate response to the actions was received on 22 February 2008. The provider remains qualified for registration.

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 good. 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):

- plan more effectively for the learning and development needs of the more able children
- make available throughout the day the full range of activities on offer to increase choice for children
- develop further staffs knowledge of the possible signs and symptoms of abuse and the procedure to follow in the event of an allegation made against a member of staff.

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):

- monitor the usage of activities and areas within the room and further adapt as necessary to engage the children's interests
- develop further activities such as the sand, water and role play area to further extend the children's learning.

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