

Wonderland Nursery

Inspection report for early years provision

Unique reference number EY304838
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Inspector Aileen Ewins

Setting address Harmondsworth Community Hall, School Road, West
Drayton, Middlesex, UB7 0AU
Telephone number 0208 759 1491
Email lyddonwonderland@aol.com
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Wonderland Nursery Limited opened in 1992 and relocated to the current premises in 2005. The nursery operates from Harmondsworth Community Hall in West Drayton and serves children from the local community.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is registered to provide care for 72 children from three months to eight years of age, of which 52 children may be in the early years age group. They also provide out of school care for a maximum of 20 children aged under 11 years. The group is not registered to provide overnight care. The nursery opens five days per week, all year round. Sessions are from 08:00 to 18:00. Children attend a variety of sessions. The setting operates a holiday play scheme.

There are six members of staff who work directly with children in the nursery, of which all are qualified. The provider takes a supernumerary role and the nursery also employs a cook and a cleaner. Three adults care for the children attending the out of school provision. The nursery school receives support from the Local Authority advisory staff.

Overall effectiveness of the early years provision

The nursery promotes a safe and inclusive environment through effective and appropriate policies and procedures. Children are safeguarded by staff who understand their roles well. Staff have a strong knowledge of the Early Years Foundation Stage (EYFS) and create consistent opportunities to keep children actively engaged in their learning, which enables them to progress within the Early Learning Goals (ELGs). Improvements set through recommendations at the last inspection have been met in full and the nursery is aware to continually evaluate its provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- create opportunities for children to become more independent when washing hands by making soap dispensers more accessible

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct risk assessments for specific outing types, updating regularly or as the need arises (Safeguarding and promoting children's welfare)

28/11/2008

The leadership and management of the early years provision

Children are safeguarded consistently. All staff have completed child protection training and maintain a strong understanding of the signs and symptoms of abuse and the procedures to take in times of concern and understand how to protect themselves from false allegations. Efficient procedures are in place in regard to the recruitment and training of staff. Staff are deployed well. They are supportive of one another and the management structure and understand children's individual needs. Risk assessments in regard to the provision are conducted and updated regularly to ensure hazards to children and staff are minimised. However, whilst outings and those who attend are documented, with parental permission sought, risk assessments for specific outing types are not currently in place, which potentially places children's safety at risk when out and about. Fire practices are carried out often with notes and comments made. Children therefore become aware of the procedures to follow should they need to evacuate in times of emergency. Registers and signing-in sheets fully document children's times of attendance, with a historical record maintained. Staff are aware of how to record any accidents, gaining parental signature to acknowledge, and prior written permission is sought before any medication is administered. Of the six staff at the nursery, five have completed paediatric first aid training. These strong practices enhance children's health and well-being.

Policies and procedures are in place and updated as required. Staff and parents are made aware of these policies, which include behaviour management, equal opportunities and health and safety. Children's individual records are stored confidentially. Staff, who are strong role models, understand children's individual needs and preferences. They attend to children's needs effectively and with care. Partnerships with outside agencies, such as the Inclusion Officer and local authority Advisory Co-ordinator, are strong. They assist the nursery to ensure that an inclusive provision is maintained and that all children's needs are met. Currently no children attend for whom English is a second language, but children requiring additional development needs are supported well.

Parents are supportive of the nursery. They meet with key person staff when their children first attend, to exchange important information. This is followed up with evaluation forms and regular parental questionnaires so that the nursery can determine the impact of their provision. Appropriate feedback is given at the end of each day with regular written reports and key person/parent development meetings in place twice a year. Whilst the nursery have only just started on the Early Years Foundation Stage self evaluation, they have considered well the recommendations set at the last inspection and have improved their care to this effect. Staff meetings are arranged to consider the self evaluation. The nursery recognises its strengths in the positive and supportive staff team which exists, good communication with parents and children and activities which are well planned and evaluated. Future improvements include the need for essential regular access to the outside environment for both main rooms, to enable children to have the opportunities to successfully experience free-flow indoor/outdoor provision.

The quality and standards of the early years provision

Staff plan activities for children well. There is a strong balance of adult led, child initiated and freely chosen play. The staff and manager work together when planning for the children, with activities centring around children's interests and incorporating all six areas of learning. Activities are evaluated between staff. Children are provided with a range of resources and can move easily from one activity to another. Children arrive settled and are confident in their environment. They have a warm respect for the staff who care for them and form bonds with one another. Children are encouraged to become critical and active learners. For example, the sensory environment enables children to share ideas about the images they see; children are asked many open questions and staff listen to how they respond. Children's emotional and social development grows through excellent use of puppets such as Mr Rabbit who greets children, listens to their conversations, sings action rhyming songs with them and hands out stickers for good behaviour, sitting nicely, listening to friends and waiting turns.

A strong partnership is in place with local authority staff who assist the nursery in their planning and development for children and who help staff to provide an inclusive environment for individual development. Parents are valued. Information is exchanged about children's initial capabilities, daily welfare and on-going developmental needs. Staff regularly make observations on the children and are provided with valuable non-contact time to enable them to have opportunities to update children's developmental records, recording children's progress through various ways, within the Early Learning Goals. This information is later shared with parents at key person/parent meetings and reports sent out twice a year.

Children's welfare is considered appropriately by the nursery and children are encouraged to become aware of their own hygiene needs. For example, children go outside to play and receive plenty of fresh air and exercise. They make strong efforts to put on hats and coats, asking for help when needed. Children access drinking water during the day and enjoy the healthy and nutritious foods cooked for them. They pour drinks and help themselves to slices of fruit during snack times. Children brush their teeth after meals. However, whilst children understand the need to wash their hands after messy play, coming in from the outside or after using the toilet, not all children can reach the soap dispensers. Whilst staff are aware and assist children, they are equally aware that better provision could be made to enable children's on-going independence. Babies are nurtured well and staff understand their routines and individual needs. Thorough procedures are in place for the welfare and development of the younger children.

Children behave well and respect one another's feelings. They are made aware of the diversity of the world and others through many ways, including being given insight into cultures and festivals such as Divali, celebrating Independence Day, visiting local communities and learning sign language. Parents are aware of the sickness policy and understand to keep children at home if unwell or suffering a contagious infection. The nursery provides a safe environment. Entry is made through a monitored system and staff greet all visitors and parents. Children learn responsibility for their own safety from an early age, through, for example, when

going out to play crossing the small roads within the school grounds on the zebra crossing, looking left and right and listening for traffic.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.