

Wonder Years Day Nursery and Holiday Club

Inspection report for early years provision

Unique reference number	EY279540
Inspection date	12/12/2008
Inspector	Elenora Griffin

Setting address	807 Foleshill Road, Coventry, West Midlands, CV6 5HS
------------------------	--

Telephone number	024 7668 8111 or 07989 411196
Email	info@wonder-years.org.uk
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).

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

Wonder Years Day Nursery and Holiday Club was registered in 2004 and operates from a large converted building in the Foleshill area of Coventry. There is disabled access to the building, with toileting facilities accessible on both floors and ground floor access to a secure enclosed outdoor play area. The nursery is open each weekday from 07.45 to 18.00 for 51 weeks of the year and also provides a holiday club during school holidays.

The nursery is registered to care for a maximum of 90 children under eight years old at any one time, and may also care for older children. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 65 children in the early years age group on roll. The nursery provides funded early education places. The nursery supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

There are 15 members of staff who work with children in the nursery. Of these, 14 hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Happy, confident children enjoy being cared for in a bright and welcoming environment. They make generally good progress in their learning and development, well supported by an effective key person system. Close partnership working with parents, carers and outside agencies, ensures that children's needs are well met and that, on the whole, they are effectively supported to fully participate in the setting. Motivated and enthusiastic staff members develop and implement improvement plans for their designated rooms and areas of practice. Consequently, there is good capacity within the staffing team to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop staff knowledge and understanding of how to effectively value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning
- review the organisation of daily routines and use of resource areas in order to provide children with opportunities to revisit resources and repeat activities, with time to develop and extend their own play ideas and agendas.

The leadership and management of the early years provision

Children reap the benefits of being cared for by a staffing team that is committed to reviewing and improving all areas of practice. Room supervisors work with their staffing teams to use well-established quality improvements tools, such as the Early Childhood Environmental Ratings scales (ECERS), to continually reflect on and improve the provision for children. Designated staff members for key areas of practice, such as behaviour management and special educational needs, work with staff across the nursery to reflect on practice and identify key areas for improvement. Management support, access to ongoing training and support from the local area advisory teacher, enables staff to continue to make good progress towards their objectives for improvement.

Children's needs are well met because staff work closely with parents, carers and outside agencies. There are effective systems in place to ensure that parents and carers are well informed about the care their child receives, the activities they participate in and the progress they make. A strong key person system ensures that each child benefits from having a key member of staff who ensures that their ongoing care needs are met. Newsletters and display boards keep parents well informed about nursery activities and events that they can become actively involved in. Open evenings provide parents with great opportunities to explore nursery activities and to meet with key people to discuss their child's progress. Good links with outside agencies enables staff and parents to draw on specialist knowledge and support when appropriate to meet the ongoing and changing needs of children. Consequently, there are good supports in place for children with development and learning difficulties and/or disabilities.

Effective systems are in place to ensure that children are safeguarded from harm and neglect. There are robust recruitment and vetting procedures in place and staff deployment ensures that children are well supervised at all times. Staff have a good knowledge and understanding of child protection issues and suitable supports are in place for the handling of any child protection concerns.

The quality and standards of the early years provision

Children are confident and are developing a good sense of belonging. This is because they see their photographs and art work all around them in their environment, with older children able to clearly point out and describe the pieces that belong to them. Children are generally well supported to fully participate in the setting by key people who ensure that they make good progress in their learning and development given their age, ability and starting points. Children benefit from the rich diversity of the local community and the children and families that attend the setting. Through this and the various resources and activities that they experience, children see their own and other peoples cultures, backgrounds and beliefs valued and celebrated. However, because of an emphasis on developing children's English, children and their families linguistic diversity is not fully acknowledged and celebrated throughout the setting. Consequently, children who speak English as an additional language do not benefit from opportunities to

develop and use their home language in their play and learning.

Children are developing positive attitude towards learning through play. Babies and young children are able to explore and experiment with a wide range of rich and stimulating resources and activities. Older children are inquisitive and interested in new people, resources and activities. They confidently talk to new people, asking questions and engaging them in meaningful conversations. Children are well supported by staff who are developing effective planning systems that are responsive to children's interests and identified next steps in learning and development. Planning ensures that over time children access a wide range of activities, resources and experiences that support the six areas of learning and development. Children greatly enjoy accessing the rich sensory experiences and resources provided for them. They enjoy pretend play in home corners, singing songs, drawing, looking at books and building with various construction resources. However, there are limited opportunities for children to revisit resources and repeat activities, with time to develop and extend their own play ideas and agendas.

Children are developing a very good understanding of how to keep themselves healthy. They reap the benefits of daily opportunities to be active outside in the fresh air. They talk about the weather and the clothes that they need to wear. Within the safe and familiar environment of the nursery, children are able to meet the local dentist and, if they are happy and comfortable, have their teeth examined. Staff follow up these visits with trips to the dentist so that children are well supported to become comfortable having their teeth examined. Staff work in partnership with parents to promote healthy living, providing them with good quality information and encouraging children to develop good personal hygiene practices.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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.