

Wonderland Nursery

Inspection report for early years provision

Unique reference number

EY253224

Inspection date

06/04/2009

Inspector

June Rice

Setting address

The Old Pond School, Barnsley Road, Cudworth, Barnsley,
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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 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

Wonderland Nursery opened in March 2003 and is one of two privately run provisions. It operates from an adapted single storey building situated in Cudworth, near Barnsley. Children have access to a secure outside play area, and the premises are accessible to people with limited mobility.

The nursery is open each weekday from 08.00 to 18.00 all year round except bank holidays and one week at Christmas. The nursery is registered to care for a maximum of 48 children under five years. There are 84 children under five years on roll, of which 38 children are in receipt of nursery funding. There are 13 permanent staff members, all of whom hold relevant childcare qualifications. The setting supports children with learning difficulties.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Steps taken to evaluate the provision ensure that staff and users of the provision are meaningfully involved in the process, and gives those in charge good understanding of the strengths and areas for further improvement. For example, the continued development of planning systems. The provision effectively promotes inclusive practice. For example, through well implemented policies and procedures, working with parents and others, and ensuring the learning environment and resources are available to all children who attend. However, babies are sometimes restricted in their movements due to the amount of resources on the floor.

What steps need to be taken to improve provision further?

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

- ensure handwashing routines are promoted effectively
- ensure areas are planned to allow babies maximum space to move, roll, stretch and explore in safety
- continue to develop planning systems to ensure children's next steps are clearly linked

The leadership and management of the early years provision

All records required for the safe and efficient management of the early years provision, and to ensure they continue to meet all children's needs, are in place and reviewed on a regular basis. These include detailed risk assessments for indoor and outdoor environments and outings. Recruitment procedure ensure that all staff are suitable, they receive training in First Aid, Safeguarding and Food Hygiene and other training is considered in regard to both personal development and nursery requirements. For example, Makaton, Autism and Deaf friendly nurseries.

Inclusive practice is outstanding. The environment reflects the wider world and children's own communities through photographs, books, posters and role play equipment. All children are able to freely access activities and resources. The setting has developed excellent working partnerships with parents and others. For example, information is shared on a daily basis, parents have access to progress reports and meetings with key workers. The setting works very closely with other professionals to ensure that all children receive the support they need, and that they continue to achieve as well as they can.

The quality and standards of the early years provision

Children are helped to stay safe through the good implementation of risk assessments, policies and procedures that help to ensure they use an environment, toys and equipment suitable for purpose. Children learn about keeping safe through their daily routine and activities. For example, they listen to stories about keeping safe, they are reminded to be careful when using equipment and babies are allowed to take small risks while exploring. Staff work closely with parents and other professionals to ensure specific health and dietary needs are met effectively. Staff are trained in the use of an EpiPen and they are vigilant in the use of disposal equipment when changing nappies. However, they are not so robust in ensuring hand cleansing routines are followed, and this put children at risk of infection. Children thoroughly enjoy fresh fruit snacks and freshly cooked meals. They brush their teeth after lunch and have access to fresh drinking water.

Children enjoy learning because they are encouraged to follow their own interests in an environment that provides a good balance of well planned activities and continuous provision. These are constantly being evaluated to ensure that children continue to experience a very good variety of activities, which results in them being active learners. Staff know children can do on entry and know children very well. They use observations and assessments effectively to ensure their next steps are identified. However, due to a new format being introduced not all children's files are up to date, which means that the next steps for individual children are not always clearly linked into planning.

As children colour staff encourage them to talk about what they are doing. Children say, 'I'm doing a picture for my mummy and daddy,' name the colours orange and red, and the different parts of the flower. They talk about petals changing colour in a past experiment. They are confident children who initiate conversation with others telling them 'Mammy does my hair, I've got some gel at home to make it spiky.' Children make buns from dough, compare pictures of buns and clearly explain which ones they are making. Staff encourage them to count, and talk about shape and texture. In the home corner with friends, children use a range of tools and equipment. For example, they use a remote to turn on a television and talk about the programme they are watching. They use tools from the toolbox and explain they are decorating the nursery and fixing the wall. Staff join them as they use paint rollers, drills and hammers and encourage their imagination well. They talk about how to use the roller, and when a clock is knocked over staff skilfully bring about a conversation about the time, helping

develop their sense of time by linking it to their routine. For example, explaining that it is not as late as five o'clock as they have not had lunch yet.

Babies enjoy an environment that on the whole supports their developing skills well. However, floor space is sometimes limited due to the amount of equipment out and this restricts their free movement. They freely explore and experiment, and smile brightly at their achievements. For example, they place a clear plastic carton on their head and place a sponge inside. They catch the sponge with their teeth and remove the carton smiling with success. Babies smile and giggle as they recognise staff members who call in to say hello, they reach out for cuddles and are responded to warmly by staff they have built fond relationships with. They sit and tap pegs and wooden spoons listening to the sounds, they repeat familiar sounds to popular rhymes and songs, moving their bodies side to side and clap. They explore shredded paper, sit in it, grab handfuls and throw it around. They sit on a cushion to look at books they have selected, and their speech and communication skills are encouraged by staff who listen carefully and respond to their sounds and words.

Children benefit from regular outings to places of interest and also enjoy visits from other people. For example, they talk about a visitor with a snake and how they had to wash their hands after touching it. Children enjoy physical activities both indoors and outdoors. They confidently use a slide and climbing frame. They are encouraged to measure space when staff ask 'can I fit up here?' They listen to a story and excitedly act it out using the climbing frame, they run from the bear, tip toe quietly and let out lots of excited squeals as their imagination is fully supported by staff.

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?	1
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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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