

The Wonder Years Day Nursery

Inspection report for early years provision

Unique reference number	255158
Inspection date	27/01/2009
Inspector	Permjit Tanda
Setting address	Arundel House, 50 Church Hill, Wednesbury, West Midlands, WS10 9DJ
Telephone number	0121 556 6979
Email	
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 opened in 1997. It operates from four main care areas on the ground floor of the premises. It is sited in Wednesbury in Sandwell and is close to motorway connections and the town centre.

The nursery is registered to provide care for 103 children in the early years age group. There are currently 70 children from birth to eight years on the roll. The setting is in receipt of funding for the provision of free early years education for children aged two, three and four years. The nursery is registered on Early Years Register and the compulsory Childcare Register. The nursery operates from Monday to Friday, all year round, from 07:30 to 18:15.

There are 13 members of staff working directly with the children; of these all hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Children make satisfactory progress in their learning and development. Well developed knowledge of each child's individual care needs ensures they are routinely met. Appropriate systems exist in most areas to ensure children are safe and their welfare promoted. The partnership with parents and links with other nurseries and agencies are developing to help meet the needs of all children. Self-evaluation is largely undertaken by the manager and identifies some areas of action which is likely to bring about some improvement to the provision.

What steps need to be taken to improve provision further?

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

- plan and provide a broader range of experiences which are appropriate to each child's stage of development to ensure they progress towards the early learning goals, taking into account information provided by parents about children's starting points, this relates to children under three years
- consider the organisation of resources, activities and learning environment for children under three years to help maximise play opportunities for children.
- make better use of the facilities available throughout the nursery and increase the opportunities younger children have to engage in physical activity
- develop further the systems in place for identifying, reporting and dealing with hazards in the environment
- develop further the systems in place to monitor and evaluate how well children's welfare, learning and development is promoted in relation to the requirements of the Early Years Foundation Stage

The leadership and management of the early years provision

The provision maintains all the required records, policies and procedures to ensure the safe and efficient management of the service. Staff are suitably qualified and there are effective systems in place to ensure adults having contact with children are suitable to do so. The level of staff's experience and training in how to help children make progress towards the early learning goals varies across the setting. Staff caring for children over the age of three years, successfully plan and organise an environment where children receive an enjoyable and challenging learning and development experience. However, there are not effective systems in place to build on what children, under the age of three years, know or can do, to support their next steps in learning. Staff are deployed well throughout the nursery but often resources and activities in some areas are not organised or used to their full potential and therefore maximise play opportunities for children.

Annual risk assessments are conducted which include all areas used by the children and staff also carry out daily checks to ensure the environment is safe. Children mostly move safely and freely in their environment. However, systems to ensure concerns are reported and risk kept to a minimum are not always effective. All staff have a sound an up-to-date understanding of safeguarding issues and how to implement the policy and procedure appropriately. Therefore there are appropriate systems in place to protect children from the risk of abuse.

Since the last inspection most of the recommendations have been implemented and therefore some progress has been made. Children are better safeguarded from harm and abuse because staff are familiar with the child protection reporting procedures. Systems to record attendance and the suitability of staff checks are better maintained. Furthermore, children learn about the wider world through some meaningful play experiences and through using a range of resources depicting a variety of races and cultures. The previous recommendations in relation to increasing staff's knowledge of how to sufficiently challenge and extend children's learning and the use of developmental assessments in order to plan for their next steps in learning, have not been fully implemented. Therefore, progress is limited in this area.

The setting works well in partnership with parent/carers. They are kept well informed about the early years provision, through a welcome pack, newsletters and various notice boards. Parents are encouraged to be involved in supporting their children's learning and development through contributing to the themes that are running throughout the nursery and attending various fun days. Systems to keep parents informed about their children's achievements and progress are developing well through regular parent evenings, daily feedback and written developmental reports. Staff work closely with parents to obtain information about their children's care needs and how to meet them when they first start at the setting, however, opportunities for parents to share what they know about their child's level of development and learning is not well planned. This impacts on how effectively their learning and development needs are met. Systems to share information about children who also attend other settings are progressing and help

staff plan an enjoyable day for the children.

The manager recognises the value of continuous quality improvement and how it impacts on children's achievement. Therefore, they work closely with the local authority worker for ideas and support. However, at present a whole setting approach to self-evaluation has not been adopted and the team do not engage in a regular cycle of looking for ways to improve the quality of the learning, development and the care they offer.

The quality and standards of the early years provision

Staff sufficiently promote the children's welfare, learning and development. Children have positive relationships with the staff and enjoy being with familiar adults. Older children from three years engage in planned, purposeful play and exploration both indoors and outdoors and there is a balance of adult-led and child-initiated activities. The environment is well organised and children are given the time and space to concentrate on activities and experiences and to develop their own interests, for example, some children show a keen interest in dance and movement this is encouraged through playing a variety of music throughout the session, making available various instruments and through adults participating with them. Children increase their independence and self-help skills because the environment is organised with their needs in mind. Staff's good knowledge of the Early Years Foundation Stage learning and development requirements and guidance means they are confident in helping children learn.

Children from two to three years develop their creativity by responding to experiences such as using a variety of arts and crafts, rolling and moulding dough, using musical instruments and playing imaginatively. Children have access to a variety of activities throughout the day which promotes the six areas of learning and help children make steady progress. However, on occasions activities are not well maintained or do not always offer sufficient challenge and this limits children's enjoyment and the progress they make.

Children under two years are confident in their environment and staff support them well through being physically close and offering affection and cuddles. Babies are held, rocked and comforted and adults respond well and build on babies expressions, actions and gestures. However, staff do not sufficiently plan a broad range of activities to offer children a wide range of experiences such as opportunities for sensory play, creative play and exploration and investigation type experiences, to encourage them to respond to what they see, hear, smell, touch and feel. Furthermore, staff do not always effectively plan for the learning needs of the more able children as they progress towards the early learning goals.

Practice is sufficiently inclusive in most areas because systems to support all children enjoy and achieve are developing. Staff do recognise the uniqueness of each child and work well with parents to meet their individual care needs. Both boys and girls are considered when planning activities. Children who speak English as an additional language are supported through staff discussing the needs of their children and finding out how to best to support them.

Children learn to keep themselves safe through gentle reminders from the staff and understand that certain rules are in place for their safety. Older children learn about the benefits of exercise and thoroughly enjoy physical activity both indoors and outdoors, however, opportunities for younger children to practice and develop their physical skills are not always well-planned. Children benefit from well balanced and nutritious meals and snacks. Older children especially, enjoy and achieve well and are active learners. Children learn to behave well, join in and make friends. They develop skills that contribute to their future economic well-being through having opportunities for early communication, literacy, numeracy and communication technology experiences.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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 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.