

Wonderland Nursery

Inspection report for early years provision

Unique reference number 139373
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Inspector Samantha Powis

Setting address The Old School, Gundry Lane, Bridport, Dorset, DT6 3RL

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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 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

Wonderland Day Nursery registered to care for children in 1992. It is privately owned and operates from a converted school building, situated near the centre of the town of Bridport in West Dorset. Children have use of a nursery room for those aged under three years and a pre-school room for those aged three to five years, each with their own kitchen and toilet areas. There are enclosed areas available for outside play. The nursery is accessed via small steps. The nursery is open throughout the year between 08.00 and 17.30 from Monday to Friday. Before and after school care is offered for children who have previously attended the nursery.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 43 children may attend at any one time. There are currently 77 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. Staff collect children from local pre-schools and schools.

There is a team of nine staff who work with the children, eight of whom hold an early years qualification to Level 2 or 3 and one member of staff is currently working towards a Level 2 qualification. The manager of the setting holds an NNEB qualification and has 12 years experience of working with early years children.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff have a sound awareness of children's individual care needs which helps children to feel settled and secure. Positive steps are taken to ensure children's health and safety is well supported. Children are offered an adequate range of activities, however, these are not always planned well to ensure that each individual child is fully involved and encouraged to take the next step in their learning. Adequate systems are in place to monitor and evaluate strengths and areas for development within the setting, allowing staff to make some improvements to better support children's needs.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment arrangements to enable staff to identify children's starting points, record their progress and identify learning priorities to help them to plan relevant and motivating learning experiences for each child
- provide more opportunities for older children to develop independence in supporting their own health and hygiene needs, in relation to their access to drinking water and hand washing routines
- continue to develop links with parents to further promote children's learning and development.

The leadership and management of the early years provision

The nursery have a range of policies which are regularly reviewed to help support the staff team in meeting children's needs. In general, records are used well to support children's welfare. Most staff are first aid trained and follow good procedures to minimise the risk of cross infection. Ongoing risk assessments are completed, helping to promote children's safety. Staffing arrangements and thorough recruitment procedures mean that children are always well supervised by qualified staff members, who have undergone appropriate checks to establish their suitability. Overall, staff have a suitable understanding of their role and responsibilities regarding safeguarding, ensuring appropriate procedures are followed in the event of a child protection concern to promote children's welfare.

The manager demonstrates a commitment to improvement. She works closely with the team of staff to produce an action plan of key areas for improvement. This helps to ensure that steady progress is made throughout the nursery to improve outcomes for children. Although the manager frequently supports staff within the setting, opportunities to monitor the nurseries effectiveness in supporting children's learning and development have not been fully implemented, and therefore, weaknesses in this area have not been identified. Some improvement has been made since the last inspection, which has benefited children's health and also their ability to access resources.

Effective partnerships are established with parents and carers which help to ensure children's welfare is supported well. Information is shared daily, either through discussion or communication books, which ensures staff have a good understanding about individual care needs and routines. However, parents are provided with less information about children's developmental progress, or about the purpose of planned activities, to enable them to offer more consistent support to their children's learning at home. Links are being developed with other settings to which the children attend, to help them work better together in supporting children's needs.

The quality and standards of the early years provision

Children are generally happy and settled and are offered an adequate range of activities. Staff supervise the children well and are caring and attentive to their welfare needs. Staff sit and chat with the younger children at lunch time to help and encourage them as they eat their packed lunches. This is a fun time for the children and allows the staff opportunities to reinforce messages about healthy eating. Children learn about safety as they are reminded of boundaries such as staying close to the wall as they walk to the outside play area. They take part in regular practises of the emergency evacuation procedure, to ensure they are confident in the routine. Younger children are supported in keeping healthy, however, older children do not have easy access to drinking water and are not actively reminded to wash their hands after using the toilet, to encourage them to become independent in supporting their own health and hygiene routines.

Staff observe the children as they play and often note any particular areas that children are interested in. However, this information is not always used well to monitor children's progress throughout the six areas of learning and plan future activities. This sometimes means that activities offered to the children are not sufficiently challenging or supportive in helping them to build on what they already know and can do. On a one to one basis or in small groups, staff use effective discussion and questioning to encourage the children to concentrate and become involved. For example, a small group of children concentrate intently as they weave the wool to make their spider webs. However, insufficient consideration is given to ensuring that the whole group are fully involved and interested in their learning at other times throughout the day.

Children are confident, they develop firm relationships with the familiar staff and the other children attending the nursery. They talk about their friends as they identify the name cards used to register their arrival, and older children demonstrate their increasing awareness of letter shapes as they start to identify the names of others as well as their own. Children use numbers as they play, however, opportunities to challenge the older children in problem solving are not always offered to keep them interested and motivated and extend their skills. Children enjoy taking part in singing nursery rhymes from an early age and develop the confidence to join in with the actions. Older children enjoy wearing masks when singing familiar rhymes such as 'Five currant buns' and 'Five speckled frogs' adding more value to the activity. A writing table is available for older children, however, there are limited opportunities for children to engage in writing for a purpose through practical activities. For example, the role play area lacks materials to encourage mark making or promote children's awareness of letters and sounds. Staff try to ensure children have some access to the small outdoor play spaces to promote their physical development and often adapt the indoor environment to allow the children to use equipment such as climbing frames and wheeled toys. Children feel valued and develop a sense of belonging as they see photo's of themselves and their own creative work displayed throughout the nursery.

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?	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?	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

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.