

# Wonderland Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY393448

**Inspection date**

26/11/2009

**Inspector**

Lynne Naylor

**Setting address**

Wonderland, 70a Waterloo Road, Ashton-on-Ribble,  
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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Wonderland Day Nursery was registered in 2009 and is run by an organisation. It operates from a two storey building in Ashton-on-Ribble, Preston. The service is open from 7.30am to 6pm each weekday. The children are cared for in group rooms according to their age and stage of development. All children share access to a secure enclosed outdoor play area.

The setting is registered to care for a maximum of 42 children aged from birth to the end of the early years age group. This provision is registered on the Early Years Register and is in receipt of funding for the provision of free early education to children aged three and four years. There are currently 43 children on roll. The setting supports children with special educational needs and/or disabilities.

There are 11 staff employed; of these, seven staff hold an appropriate early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are safe and comfortable in an environment set up into interesting areas with accessible resources. The management team are making good progress to develop the nursery; they have identified some of their strengths and areas for development and have set themselves realistic and challenging targets. There are many useful policies and procedures and recently steps have been taken to meaningfully involve staff and parents in the evaluation process. Ongoing discussions with parents ensure children's individual care needs are known and met and they make sound progress in their learning and development.

## **What steps need to be taken to improve provision further?**

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

- develop planning to make sure it clearly identifies what children are intended to learn and what resources are needed, particularly during adult-led activities
- develop partnership with parents, in particular extend the ways they are involved in supporting their children's learning and development; and liaise with other providers delivering the Early Years Foundation Stage for a child or group of children to ensure progression and continuity of learning and care.

## **The effectiveness of leadership and management of the early years provision**

Clear recruitment and vetting procedures ensure that all staff working with children are suitable to do so. In addition, new staff follow a six week induction

programme, which includes attending external workshops to develop their knowledge and skills in child protection. Actions are taken daily by staff to eliminate and manage risks in the building and most of these are clearly reflected in the written risk assessment. All other records are suitably maintained and policies are easily accessible. A newly formed management team provide guidance, support and supervision to a developing staff who relate well to each other. The management team has aspirations for quality. They are steadily developing some useful monitoring systems and making increasing use of staff meetings to share useful information with the team. Overall, deployment of staff is appropriate; however, there are times when staff and children move rooms to accommodate staff ratios without fully considering children's needs.

Evaluation systems highlight ongoing improvements for the nursery, and plans for the future are well targeted, particularly the development of the outdoor area. Formal systems, such as questionnaires, are being introduced to involve parents and staff in the evaluation process. Written information, newsletters and displayed notices provide parents and carers with good quality information about the setting and the Early Years Foundation Stage framework. When children first start to attend basic information is provided by parents, which is used to meet their child's unique care needs. Further useful information, mainly related to care, is exchanged verbally and in written diaries, which helps staff meet children's ongoing needs. Staff are available to talk with parents at the end of each day and they highlight some progression towards the early learning goals. Parents are not fully involved in planning the next steps in their child's learning; and systems to share information with providers of other settings that children attend have not yet been established. Therefore, it is not clear whether the provision complements the care and education received by the children at home and at other settings.

The nursery rooms are suitably organised and attractively resourced with good quality equipment to support children's learning across all areas of the curriculum. Good provision of natural and everyday objects and materials and a range of information and communication technology equipment in each room enhance the quality of learning opportunities for the children.

## **The quality and standards of the early years provision and outcomes for children**

Children show interest in a broad range of activities and choose what they would like to do. They generally behave well; minor incidents are dealt with quickly and children show that they feel safe when they approach staff for comfort when injured or unsure. Children are prompted to adopt safe practices, for instance, when holding scissors. The lunch menu is carefully planned to promote healthy eating; children have healthy snacks and eat meals made mainly from fresh ingredients, for example, mince, new potatoes and carrots followed by fruit yoghurt. Experiences, such as food tasting and growing and eating their own lettuce also teach children about making healthy choices. Children are encouraged to adopt good hygiene routines, for example, they receive 'germ busting' badges for washing hands before eating. Provision for sleeping and nappy changing is adequate as are the opportunities to experience learning in the fresh air. Babies

have some opportunities to be outdoors whilst older children are taken into the garden twice a day to exercise vigorously.

Staff have a growing knowledge of the Early Years Foundation Stage and the associated learning and development requirements. Children make steady progress as staff observe and note children's achievements, identify next steps in their learning and plan and provide suitable activities. Staff foster active learning as they support child-led activities, for example, in the art areas, children help themselves to a wide range of craft materials and express themselves freely with, for example, dough, crayons and collage materials. However, what children are intended to learn and what resources are needed is not sufficiently identified in the planning of some adult-led activities. This means staff do not make the most of these activities; too little is expected of children and they are not suitably challenged. Children watch staff complete activities, such as drawing and cutting, that they are keen and able to do.

Children are developing some useful skills for the future that contribute to their economic well-being. Babies take an interest in their environment as they crawl over different textured mats and look closely at natural and manufactured items in treasure baskets. Staff extend children's literacy and numeracy skills and share number rhymes, songs and stories. Children have good access to mark making materials, such as paper, pencils and crayons; however, learning to write for a purpose, such as to label their own work is hindered when staff complete tasks for them. Children demonstrate a sense of confidence as they communicate with each other, staff and visitors.

Children learn about their local community on outings to the park. They learn about the wider world through the sharing of festivals and through resources that reflect difference and diversity, such as displayed photographs. They enjoy some special events, such as making cards for Eid and preparing for Christmas. Sponsored events, such as toddles and wearing pyjamas to raise money for other people teach children to consider the needs of others.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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