

# Wonder Years Nursery School

Inspection report for early years provision

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**Unique reference number**

EY218075

**Inspection date**

01/02/2010

**Inspector**

Chris Mackinnon

**Setting address**

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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*.

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.

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## **Description of the setting**

Wonder Years Nursery first opened in 2001, and is located in the Surrendean area of Brighton and Hove. Childcare is provided on two floors within a range of care rooms and play areas. Children also have access to an enclosed garden play area, for outdoor activities. The nursery is open Monday to Friday from 7.30am to 6.00pm all year. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of 48 children may attend, aged up to eight years, with no more than 48 in the early years age group. Of these, no more than 28 may be aged under two years. The nursery currently has 80 children on roll, and all are in the early years age group. The nursery receives funding for nursery education. The nursery provides care for children with special educational needs and/or disabilities, and also supports children with English as an additional language. There is a staff team of 17 and 15 hold relevant childcare qualifications. The owner is currently completing Early Years Professional Status, and two senior staff are working towards level 4 childcare training.

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

Overall the quality of the provision is good.

The nursery provides well organised care for children, and staff are confident and considerate in their support for individual children's welfare and development. Children enjoy a well prepared play environment, with access to a wide range of resources, and frequent outdoor play. A well planned programme of activities and learning projects is provided, and staff work closely with children to successfully promote their progress and achievement. Staff work effectively with parents and carers, to support inclusion and maintain children's continued learning. The nursery staff make good use of self-evaluation and show a consistent approach to improvement.

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

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

- develop the range of diversity based activities and learning projects within the play programme.

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

The nursery is a well established day care setting, with an effectively organised staff team. The nursery has a manager and two deputies, and the owner is also trained in early years practice. The overall level of staff training within the setting is high and is increasing, with several staff applying for level 4 qualifications. Staff have also completed the Early Years Foundation Stage (EYFS) training. An effective

key person system is in place, which maintains individual children's progress and supports links with parents. Safeguarding procedures are effectively organised within the nursery and children's safety is consistently monitored. The premises have clearly organised safety procedures, and staff ensure individual children's welfare needs are consistently promoted. Staff are also effectively trained in child protection, and have an effective level of safeguarding awareness.

The setting has several strengths within its practice, particularly with the presentation of a clearly planned and detailed programme of play and learning. Another strength is the provision of an attractive and well prepared learning environment, that encourages children's interests and effectively promotes achievement. The range of play resources are also thoughtfully planned and prepared, to encourage exploration. Younger children make good use of the setting's soft play and indoor physical play room. Older children have a two ground floor play rooms, that offer access to a wide selection of role play materials, and many opportunities to adapt and combine play resources. Staff and children also take full advantage of the nursery's well equipped outdoor play and learning area.

The staff team are inclusive in their practice, providing support for children over a range of ages. Children gain a sound understanding of equality and diversity, and develop a positive awareness of the wider world. A range of festivals are celebrated throughout the year, and children's understanding of other cultures is encouraged. However, the level of diversity projects provided, and the application of resources to promote difference is not fully developed.

The setting demonstrates a well organised approach to improvement, and has responded effectively to the recommendations made at the last inspection. The staff show a consistent approach to supporting reflective practice, and the nursery has a detailed and well organised long term development plan. Senior staff have also completed the Ofsted self-evaluation document, which clearly identifies areas for development, and demonstrates the nursery's commitment to continuous improvement.

The nursery has established supportive partnerships with parents and other carers, to maintain children's welfare and continued learning. The nursery also has good links with local schools and pre-schools, to ensure children make positive transitions in their learning. Staff key persons provide regular contact with parents and show a good knowledge of children's interests. Children's individual development is also consistently supported, by good information sharing, and effective involvement of parents in their children's achievements.

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

The nursery provides a well organised programme of learning and children's enjoyment is successfully supported. Staff use the EYFS themes and principles to plan activities over a set period, and the effective organisation of resources and the play environment also features in the planned learning. Staff also effectively include all the six areas of learning in the prepared play projects, and children's

own choices and interests are also used to generate activities and play ideas.

Staff take good care to ensure children become involved, and children's active learning is well encouraged. The staff also show good skill and confidence in extending learning, and continually seek opportunities for children to have new learning experiences. Children's ability to communicate and their understanding of social development is also particularly well supported within the nursery. Throughout the age range, staff provide consistently close care and children respond well to staff when learning in groups. Staff also ensure children have frequent one-to-one play sessions with children, to ensure individual learning is effectively maintained.

The observation and assessment of children's learning is effectively organised within the nursery. Staff key persons monitor children's progress, and clearly organised written records are kept for each child. Children's achievements are well described and then matched to the early learning goals. Photos are also used to provide evidence of children's enjoying and achieving, and involvement in learning. The written assessments that are made are also used by staff to plan future activities and effectively identify children's next stage of development.

The nursery's play programme successfully supports children's future skills. Confidence with language and literacy plays an essential part in children's development, and is well included. For example, children have many opportunities for mark-making, learning new words and enjoying story books. Children also learn to use words effectively when talking about their play ideas and sharing news. Children enjoy a wide range of activities that provide opportunities for problem solving and counting. For example, younger children learn to sort and match shapes and numbers, while older children show good reasoning skills with assembly projects and computer based learning. Support for children's knowledge and understanding of the world is consistently featured and well supported. For example, children enjoy travel themed role play projects, and make regular visits to local shops and the fire station, to learn about people who help in the community.

During the preparation of activities staff effectively consider the ages and abilities of the children attending. For example, the younger children greatly enjoy exploring tactile resources and have play that greatly supports their physical development. Older children benefit from a great many activities designed to challenge their thinking, and encourage their creative learning. For example, children enjoy a wide variety of arts and crafts and have fun inventing games with staff. Children are also able to do discovery play with recyclable materials and old technology items.

Staff successfully promote children's healthy development, and children have nutritious snacks and meal choices at lunch time. Staff also successfully promote children's awareness of healthy eating, and provide activities where children experience different food tastes. Frequent opportunities for physical play also promote children's growth and development. For example, the younger children greatly enjoy tumbling and playing in the ball pool. Older children have many active and expressive games, that involve dancing and moving with music.

Children also greatly enjoy the spontaneous physical games that arise, where they have fun with staff, during hide and seek and memory games.

Children are effectively encouraged to feel safe within the nursery. Staff take care to ensure children are made welcome and feel settled at the care provision. Staff follow clear procedures to maintain safety and security, including full written risk assessments and daily checks of the play areas. The nursery also has well organised safety awareness, which is maintained by a designated member of staff. Staff are experienced, and show ability when guiding children's behaviour and supporting their personal and social development. For example, children learn to take turns during snack times, and a well established reward system is in place for older children. Staff also help children to follow the nursery's 'golden promises', which encourages helping and learning to think of others. Throughout all the many activities, children are effectively supported in sharing their play and having fun together.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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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