



## Wonderland Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	139373
<b>Inspection date</b>	18 January 2006
<b>Inspector</b>	Brenda Joan Flewitt
<b>Setting Address</b>	The Old School, Gundry Lane, Bridport, Dorset, DT6 3RL
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<b>Registered person</b>	Jill McClimonds
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Wonderland Day Nursery was registered in 1992. It is privately owned and operates from a converted school building, situated near the centre of the town of Bridport, Dorset. Children have use of a nursery room for those aged under 3 years, a pre-school room for those aged 3 to 5 years, each with their own kitchen and toilet areas. There are enclosed areas available for outside play. The nursery is open 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.

A maximum of 43 children may attend at any one time. There are currently 84 children on roll. Of these, 28 receive funding for nursery education. The nursery supports children with special needs. There is a team of 10 staff who work with the children, most of whom hold a level 3 early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children develop independence in good personal hygiene practices through daily routines. For example, washing hands before eating and after using the toilet. However, resources such as, hand wash and tissues are not always easily accessible to children in the pre-school room. Staff carry out clear procedures to help protect children from the spread of infection. These include wearing protective gloves and aprons when changing nappies, and cleaning tables before and after meals. Parents are made aware that children should not attend if they are ill.

Children's health is promoted appropriately regarding accidents and medication. There is an adequate number of staff trained in first aid, and accidents are recorded clearly. Although the first aid box is easily accessible, some resources are out of date. The system for recording medicines administered to children is not carried out consistently to ensure children's health is fully promoted.

Children are offered drinks at snack time and with their lunch, but resources are not easily available for them to access a drink if they are thirsty at other times. They enjoy healthy snacks which usually includes a selection of fruit, and they make choices from lunches provided by parents. They learn about healthy eating through topic work.

Babies' individual routines with regard to sleep and eating are agreed with parents and respected. Children throughout the nursery and pre-school have limited opportunities for fresh air and exercise. The outside areas are generally only used in warm weather, or when numbers of children are low.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe and secure environment. Staff carry out daily risk assessments which identify hazards and minimise risks to children. There is a good security system which means that uninvited visitors cannot enter the building and children cannot leave unsupervised. Children move around in safety choosing their activities. The system for dividing the areas of the nursery room promotes good supervision by staff at all times. Children use a wide range of furniture and equipment which is suitable for their stage of development, and kept in good repair. This

enables them to access their activities safely. For example, babies sleep in high sided cots, and are securely harnessed into high chairs when eating.

Most children learn what is expected if they have to leave the building in an emergency, as they are involved in regular practise and discussion. However, the fire exits are not clearly marked in every room. Sleeping babies are kept safe through the use of plug-in monitors, and by regular physical checks, which are consistently recorded. Children's safety and welfare is protected through staff's secure understanding of their roles and responsibilities in child protection.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Most children are happy and settled and enjoy the time they spend at the nursery and pre-school. They make good relationships with the adults caring for them. They develop confidence in making their needs known as they can be sure of a friendly response.

Staff are developing a sound understanding of the Birth to three matters framework. They use this to plan and implement a broad range of activities for the younger children. They complete comprehensive assessment records to inform planning for each child's next stage. This promotes the children's learning in all areas of development. The younger babies enjoy the positive interaction they receive from staff as they attempt to communicate. However, they do not have opportunities to explore and investigate objects made from natural materials.

Children throughout the setting develop independence skills through practical activities. For example, toddlers are encouraged to clean their hands after eating, and older children learn to pour their own drinks. Children who have started school enjoy returning to familiar surroundings and staff, to start and end their day.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Supervisory staff have a secure knowledge of the foundation stage and use this to plan activities that promote learning in all areas. This documentation provides support for new staff when implementing the curriculum.

Most children are confident and carry out some tasks independently. Staff ask children at each session, to choose some of the activities, however, they are not always able to choose freely due to the organisation of resources and the planned routine. Children develop a sense of community as they explore topics such as 'All about me', when they talk about their families and learn to respect each others toys.

Children learn to recognise their names during circle time and planned activities. Some children start to link the sound with the letters. They practise skills that promote handwriting through activities such as painting and drawing. For example, a 4 year old child confidently uses chalk to draw a picture of a person and the sun, and then starts to write her name, forming recognisable letters. However, children do not

regularly put these skills into practise such as, attempting to name their own work for displays. The resources are not always easily accessible to enable children to extend their own play and learning, such as, writing in role play. Books are displayed attractively and children enjoy stories in a group. They like to join in familiar phrases such as 'I can't stand this' when listening to a favourite story - 'Peace at last'.

Children learn about numbers as labels through games, and adult led activities. They see numerals within the environment and some children join in to count in a group. They learn about shape and comparison through planned activities like collage, and building a 'tall' or 'small' tower. However, they do not regularly hear and use mathematical language and solve problems in everyday activities, to compound their understanding and extend their skills. Children design and construct using a wide range of equipment like duplo, bricks, and magnetic shapes. For example, children proudly show the building they have made from shaped bricks. They practise their skills in using tools as they make specific shapes with materials such as dough, or cutting shapes with scissors and then sticking them to make a collage. They use language to describe textures they are exploring such as, 'squidgy' glop, and concepts like melting candle wax. Children find out about technology as they regularly practise their skills using the computer, see the results of photos taken of them with a camera, and investigate battery operated toys.

Children move around with confidence and co-ordination, showing an awareness of others. For instance, two children negotiate a pathway as they help each other carry a box of building bricks. They enjoy music and movement sessions when they pretend to be animals or plants growing and blowing in the wind. During planned activities they sometimes use equipment like peddle bikes, balancing beams and tunnels, but there is limited equipment to extend children's climbing skills. Most children enjoy singing familiar songs such a Baa, Baa Black Sheep, and some confidently sing a solo to the group. They express ideas as they paint or chalk, and explore feelings when they draw happy and sad faces. However, due to the organisation of resources, children cannot always access materials to create and express their ideas spontaneously.

Children are making sound progress towards the early learning goals, which is monitored and recorded in detail by staff. However, the time staff use to complete the daily observation records, means that they are not always promoting children's learning and progress by effective interaction. Although all areas of learning are covered over a period of time, children do not consistently have opportunities to confirm what they know and extend their understanding through everyday activities. Therefore, children are not always helped to reach their full potential.

### **Helping children make a positive contribution**

The provision is good.

Children behave well. They get to know what is expected through daily routine. For example, most children are keen to help tidy away toys, and many know they must wash hands before snack time, without being reminded. From an early age they start to learn what is acceptable, and respond positively to praise and encouragement

offered by staff. Babies and toddlers are made to feel included as they take part in 'Who's here today'. They start to recognise staff and members of their group from photos as they enjoy circle time together.

Children with special needs are supported well. They are helped by a designated member of staff so that they are included in activities. Staff promote good communication with parents and connected professionals. Children start to develop an awareness of a diverse society through planned activities, and by using resources that present positive images. Children's social, moral spiritual and cultural development is fostered.

Partnership with parents is good. Children benefit from effective communication between staff and parents. Staff complete a daily report for parents of children in the nursery room, and all staff make themselves available as children are delivered and collected, to exchange information. Parents receive good quality information about the setting by way of a comprehensive prospectus, regular news letters and notice boards that display policies and up to date information. This includes events, topics and planning of activities. Staff complete detailed progress records which are made available to parents on request.

## **Organisation**

The organisation is satisfactory.

Children are cared for by a qualified staff team who have sound knowledge of child development. There is a clear staff recruitment procedure which ensures staff are suitable. New employees and students are involved in a clear induction which ensures they know the policies and procedures that contribute towards keeping children healthy and safe. Staff work well together, they know their roles and responsibilities and communicate well. This ensures sessions run smoothly, which helps children feel settled and secure. The setting meets the needs of the range of children for whom it provides.

Appropriate organisation of staff deployment and resources means that ratios are adhered to and children can access play equipment safely, but does not always fully support children's learning and freedom of choice in the pre-school room.

Leadership and Management is satisfactory. There is a clear management structure, and appropriate systems in place, which include staff appraisals, to help identify any training needs. The development plan is regularly reviewed and most staff are involved in planning activities.

All required documentation is in place and well organised, however the systems for keeping parents' written consent on record, and obtaining their signature to acknowledge when medicines have been given, is not consistent.

## **Improvements since the last inspection**

The last Children Act inspection recommended that there is clear visibility of access

of all fire exit routes, and all sharp and toxic items were made inaccessible to children. Also that staff support and interaction, effectively encourages developmental progress with younger children; that suitable rest and sleep provision is available to meet their needs; and that staff reviewed organisation of space, staff deployment and resources to allow children under three years, more choice and access to a greater variety of play experiences, both in and outdoors, with consideration given to the provision available to reflect diversity.

Children's safety has improved as the routes used as a fire exits are generally well lit, and clear, however the exit from the pre-school room is not clearly marked. All hazardous substances are stored safely, so they do not pose a risk to children.

Staff are developing planning and assessment in line with the Birth to three matters framework to provide suitable activities and support for the younger children's development. Children are able to rest as required in either the dedicated sleep room or on sleep mats in the baby area. Improved organisation of resources and staff deployment in the nursery room means that the younger children are able to independently select from a wider range of resources. This includes a good range of equipment that reflects positive images of diversity . However, outdoor play experiences are still limited for all children.

The last nursery education inspection recommended that the challenges for some 4 year old children were extended, particularly in aspects of comparing numbers and spatial awareness; and for all children to develop their personal independence. Also, that children's access to creative resources was improved, to allow them to initiate their own art and design and express themselves; and the systems for sharing children's written records of development with parents were developed.

Children are challenged within the planned, adult-led activities, and staff keep detailed observations of children's achievements, linked to the stepping stones. However, children are not being challenged sufficiently throughout everyday activities. Children are developing independence in practical skills throughout the setting.

Children do not always have easy access to a wide range of resources to enable them to initiate their own art and design. The detailed assessment records provide an up to date picture of each child's stage of development for parents, on request.

### **Complaints since the last inspection**

In October 2004 a concern was raised under Standard 14: Documentation, with regard to informing Ofsted of significant events, in particular a child sustaining injuries significant enough to need a visit to hospital.

Ofsted asked the provider to investigate and report back by 25/10/04. From the report received indicating that all the appropriate records had been completed, Ofsted judged that National Standards are being met and the provider remains registered.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make resources more easily available, so that children can access a drink when they are thirsty
- ensure that first aid resources are checked frequently and replaced as necessary
- ensure that the procedures for keeping records, in connection with medication, are consistently carried out .

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to solve problems and extend their existing skills and knowledge through everyday activities
- improve the organisation of the routine and resources to allow children to easily access materials, so that they extend their own play and learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)