



Wonderland Nursery

Inspection report for early years provision

Unique Reference Number	EY253224
Inspection date	17 January 2006
Inspector	Hilary Mary Mckenning
Setting Address	The Old Pond School, Barnsley Road, Cudworth, Barnsley, South Yorkshire, S72 8UT
Telephone number	01226 713 837
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Registered person	Wonderland Nursery
Type of inspection	Integrated
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Wonderland Nursery opened in 2003. It operates from a single storey building situated on the main road in the centre of Cudworth near Barnsley. The nursery serves the local area.

There are currently 96 children on roll. This includes 28 children in receipt of nursery funding. Children attend a variety of sessions. The nursery opens five days a week all year round. Sessions are from 08.00 to 18.00.

There are 14 members of staff working with the children. Ten members of staff have early years qualifications. Two members of staff are currently on training programmes.

The setting has completed the National Day Nurseries Association's Quality Assurance scheme. They receive support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well-maintained environment and staff actively promote good hygiene practices to prevent the spread of infection and keep children healthy. For example, they frequently check and clean the toilets and consistently wear disposable gloves for nappy changing. Children are learning about the importance of good personal hygiene through well-established daily routines and good role models from staff. Children receive good support and guidance from staff in understanding the importance of good hygiene as staff discuss the importance of washing their hands. Older children are independent in self-care skills and manage their personal needs well. All children manage their personal needs effectively, for example, they obtain tissues to wipe their own noses. Individual cloths are used to wipe babies and young children after meals and snacks, which maintains high levels of cleanliness. Staff hold current first aid certificates and there are clear details for the exclusion of sick children to prevent cross contamination.

All children enjoy well-balanced meals and snacks, which include a variety of nutritious foods promoting children's awareness of a healthy diet. Snack times are an opportunity for children to enjoy a social time engaging in conversation with each other and staff. Children are developing some independence as they feed themselves, with support from staff, using child-size cutlery. However, organisation of snack and meal times does not fully promote independence for more able children. Staff react to the facial expressions young babies make in response to their affectionate attention as they feed them their bottles of milk. Children are well-rested and alert and so enjoy their play. This is as a result of daily information shared between staff and parents about their child's individual routines, such as sleep times, feed times and health care. For example, parents tell staff on arrival if their child has had a restless night or may be teething.

All the children are active and enjoy regular outdoor play, which contributes to their general good health. They are developing good hand and eye co-ordination as they throw and catch balls successfully. Older children move skilfully and with control as they negotiate space and obstacles, both indoors and outdoors. For example, they jump, skip and successfully manoeuvre wheeled toys around the playground. Staff are aware of the 'Birth to three matters' framework and children under three years are beginning to benefit from this. Babies explore their immediate environment, encouraged by staff that stay physically and emotionally close. Arrangements for rest and sleep meet the children's individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure, welcoming environment because of staff giving high priority to keeping children safe. Children are protected from potential hazards as daily checks of the premises are made by vigilant staff. Appropriate steps are taken to minimise risks identified. This enables children to move around freely and safely, indoors and outdoors. Children learn to keep themselves safe as staff involve them in discussions and teach them safe practice.

Children access a good variety of safe, suitable toys and play materials. Resources for older children are organised in low-level storage units, making it easy for them self-select activities. Play materials for babies are placed nearby, encouraging them to move towards them.

Children's welfare is safeguarded as staff fully understand their responsibilities for protecting children. Policies and procedures are in place and follow Local Safeguarding Children Board guidelines.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at nursery showing enthusiasm and are eager to participate in the day's events. They confidently explore activities such as water and sand play and find out what they can do with play dough. They make choices about their play, from the balanced range available. Children are developing very good communication skills. They readily engage in conversation with staff and their peers. Children engage purposefully in solitary play or play co-operatively with their friends, reassured by the presence of familiar adults.

All children are very happy and secure in the nursery environment as staff get to know them and their families well. Close and caring relationships increase children's sense of trust and develop good self-esteem. All children receive good levels of support from staff, as they observe children and know when to involve themselves in children's play and when to allow them freedom to explore at their own pace.

Younger children's learning is promoted as staff use 'Birth to three matters' framework to plan and adapt activities such as singing, story telling and mark making. They listen and respond to rhymes, stories and songs with enjoyment. Children under two years enjoy many pleasurable experiences as they laugh with delight as they have fun with the musical toys. Non-mobile babies play within close proximity to mobile babies and young children and so that they interact by watching, making eye contact and using gestures. Staff respond well to babies, encouraging their communication skills. For example, they provide many opportunities for face-to-face interaction, echo babies sounds and talk through their actions.

Nursery Education

The quality of teaching and learning is good. This ensures children make good progress through the stepping stones. Children's progress in personal, social and emotional development is very good. This is because staff understand that this area of learning supports children's development in all other areas and give it priority when planning. Children are motivated to learn through the planning of activities that capture their imagination and interest. Children's behaviour reflects the high expectations of staff. Children manage their own behaviour well, using language to resolve conflict and follow the good example set by staff.

Children are skilful communicators. Their spoken language is very well developed and they are able to initiate conversation well. They express their feelings and hold conversations with each other and adults. For example, they readily initiate conversations, make their needs known verbally, describe past events and ask questions. Children have access to a variety of books

and listen to stories. However, not all children are fully engaged at story times and some group activities. Children learn effectively about space, shape and measure through activities, such as exploring capacity in water play. They have good counting skills and are introduced to number operations in focused activities. However, staff do not consistently maximise opportunities for children to attempt simple number problems in everyday situations, such as working out how many cups are needed at snack time. Children's imagination is successfully stimulated as they act out real and imaginary experiences with role play and small world resources.

Staff find out as much as they can about children's interests by talking to parents and observing children as they play. They observe and record children's individual progress, which clearly identifies the next steps in their learning. These records provide a clear picture of their progress for parents. Staff have a secure knowledge of the early learning goals and use this to plan a relevant curriculum, which includes all six areas of learning. There is a good balance of focussed and freely chosen activities. Children are eager to learn, are enthusiastic and interested in the activities provided for them. Overall, children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging and feel at ease within the nursery environment. All children build good and respectful relationships with the staff and each other. They show positive self-esteem, confidently asking questions and making choices about their day. They are warmly welcomed by staff that are sensitive to their needs and value their individuality. Staff work closely with parents to find out what is important to children, such as family events in their lives. Children know they are valued, as staff listen attentively to what they say and ask questions about their experiences and interests.

Children's spiritual, moral, social and cultural development is fostered. Children play harmoniously together, as they are aware of their own needs and show consideration for the needs of others. Children confidently share information about them and listen with interest when others share their news. Meaningful activities and resources help children become aware of similarities and differences, increasing their understanding of the wider world. Books, toys and pictures show positive images and children share their home experiences and culture. This helps children appreciate each others similarities and differences and gain an understanding of the lives of others. Children understand clear and consistent boundaries, demonstrating care and respect for each other. They wait their turn and understand how to share toys and play games in small groups. They follow good role models in staff showing care and consideration for others.

Partnership with parents and carers is good. Parents are confident in approaching staff and regularly share their views and what they know about their child. Staff ensure parents are kept informed about what the children are doing and use topics to help parents build on activities at home. Parents receive regular newsletters, photographs, written details of the nursery's activities and daily discussions. Parents regularly see their children's assessments and comment on their progress. This encourages parents to become involved in their children's learning in meaningful ways.

Organisation

The organisation is good.

An enthusiastic staff team supports children's care and learning, helping them progress in their learning. Children are cared for in a homely environment where they can move around and explore freely. The effective deployment of staff and good use of the premises promotes children's well-being. Daily routines are clear and flexible to respond to children's varying needs and interests. Familiar staff are always on hand to offer support and reassurance. This contributes to children feeling secure and content in the nursery.

A comprehensive collection of policies and procedures to support children's welfare are in place and shared with parents successfully. All required documentation, which contributes to children's health, safety and well-being is in place and regularly reviewed. Parents' wishes regarding their child's care influence day-to-day practice and clear written agreements recorded. The nursery promotes children's well-being. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management is good. The manager leads a committed staff team who have a high regard for children's welfare and learning. Training opportunities and regular evaluation of staff practice helps to develop the service and ensures staff are aware of their roles and responsibilities. Children benefit as staff regularly access further training. For example, staff recently attended the Birth to three matters training. This commitment to improvement ensures the continuing development of the educational provision.

Improvements since the last inspection

At the last inspection the provider was required to address issues relating to record keeping. The management team has reviewed all of the paperwork and now makes sure that all recording of any medication given is countersigned by parents. These measures help to safeguard children in the event of an accident or illness.

In addition, it was recommended that the provider extend the range of resources to reflect diversity within society. There are more books and play figures which show positive images of other cultures raising children's awareness of the wider society.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- review the organisation of daily routines to promote further choice and independence for children, for example, at mealtimes.

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):

- ensure children have regular opportunities to see numbers at their level and opportunities to develop children's early mathematical understanding through daily routines to introduce children to simple number problems
- ensure the needs of all children are appropriately met, particularly within group activities and story times.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk