



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 255158

DfES Number: 583549

### INSPECTION DETAILS

Inspection Date 06/05/2003  
Inspector Name Patricia Webb

### SETTING DETAILS

Setting Name The Wonder Years Day Nursery  
Setting Address Arundel House  
Wednesbury  
West Midlands  
WS10 9DJ

### REGISTERED PROVIDER DETAILS

Name Mrs Hilary Walker

### ORGANISATION DETAILS

Name  
Address

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Wonder Years Day Nursery opened in 1997. It operates from four main care areas on the ground floor of the premises. It is sited in Wednesbury in Sandwell and is close to motorway connections and the town centre. There are currently 69 children from 0-5 years on the roll. This includes 12 funded three year olds and one funded four year old. Children attend for a variety of sessions. The nursery supports children with special needs and children who speak English as an additional language. There is a waiting list for places within the nursery. The nursery operates from Monday to Friday, all year round, from 07:30 to 18:30. There are 11 members of staff working directly with the children; of these, two thirds hold appropriate early years qualifications, and the others are currently working towards relevant qualifications. The nursery offers placement opportunities to students on child care courses. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYDCP) and the advisor from the Special Needs Service..

### How good is the Day Care?

Wonder Years Day Nursery provides satisfactory care overall for children aged 0-5 years. The nursery offers a child focused environment with staff who are interested in what the children do and say. Activities are varied and inspiring, motivating children's natural curiosity. The storage of resources in all care bases encourages children to self select and staff respond to child initiated play and learning. The children have access to other rooms developing their independence and desire to explore. Care plans and routines in the baby rooms are excellent. They are detailed and each child's routine is clearly set out for all staff to refer to. This ensures that children are cared for according to their parent's wishes. The recording of developmental progress in the nursery is very basic and does not indicate how staff will plan for each child to reach the next milestone in their development. This limits the information available to staff when planning appropriate activities. There is a tendency to use pre printed outlined sheets too often for a large proportion of the children's creative work. This limits development of imagination and free expression. Staff are aware of safety as a priority and endeavour to carry out procedures

outlined in the safety policies. However, staff have not received formal health and safety training or appropriate training in the administration of invasive therapies, eg EpiPen. Staff knowledge and awareness of the child protection procedures are excellent and confidentiality is maintained at all times. The child protection statement is not included in the current information handbook for parents. The partnership with parents is very good. Management and staff show empathy for parents who are anxious at leaving their children and respond to concerned parents with sensitivity and care. Parents are sent termly reports prior to open evenings where they can discuss their child's progress in detail.

#### **What has improved since the last inspection?**

At the last inspection, the provider agreed to collate the operational plan, implement a record of visitors to the nursery, identify a person to oversee behaviour management. The policies and procedures have now been collated although the manager was still unsure of what she needed to include. She will check with the list detailed in the Guidance for Full Day Care. The procedures to be followed in the event of a child being lost or not collected from nursery are not yet included. There is a visitors book located in the entrance hall of the nursery. A member of staff has been designated as the person responsible for behaviour management and is attending relevant training.

#### **What is being done well?**

The ratio of qualified staff working directly with the children exceeds the minimum standard required. Support staff such as an administrator, cleaner, and cook are also employed to ensure the smooth running of the nursery. (Standards 2, 3, 7, 8) Care plans for the children aged 0-2 are excellent. Details allow staff to care for babies according to their parent's wishes. (Standards 3, 12) Some activities are planned with inspiration and imagination and foster children's natural curiosity building on their desire to learn. (Standard 3) Staff have high expectations of children's behaviour. Children are aware of the boundaries and behaviour is generally good. (Standard 11)

#### **What needs to be improved?**

recording of staff attendance in the daily room registers; (Standard 2) provision of suitable seating for staff in the baby care areas when spoon feeding and settling children; (Standard 5) access to appropriate training for staff in the administration of invasive therapy; (Standard 7) procedures to be followed in the event of a child being lost or not collected from the nursery; (Standards 2,14) recording of children's developmental progress to facilitate future planning; (Standards 3,9) implementation of the equal opportunities policy in practice, particularly with children in the toddler room and the pre school room; (Standard 9) recording of significant incidents of unacceptable behaviour; (Standard 11)

#### **Outcome of the inspection**

Satisfactory
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### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person must take the following actions by the date shown

Std	Action	Date
7	Contact the department of Public Health to arrange training for staff in the administration of invasive therapies.	06/05/2003
14	Devise and implement procedures to be followed in the event of a child being lost or not collected from the nursery	07/05/2003

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Review registration system to include times of arrival and departure of children and staff within each care base.
3	Provide more opportunities for children to express their imagination and creativity freely.
3	Ensure that the recording of children's progress enables staff to plan the next steps in the children's development.
5	Provide suitable seating to enable staff to be comfortable when spoon feeding and settling babies.
6	Explore opportunities for accessing relevant training in Health and Safety.
8	Ensure that ALL staff are aware of the need for meal times for babies to be organised as a social learning opportunity.
9	Revise the Equal Opportunities policy and ensure that it is carried out in practice to meet the needs of all the children attending.
9	Devise a procedure to ensure that staff are aware of the stage of development of each child when moving to the next care base.
11	Record significant incidents of unacceptable behaviour to enable behaviour management strategies to be devised if necessary.
13	Ensure that the Child Protection Statement is shared with parents

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Wonder Years offers generally good quality nursery education where children enjoy learning through a wide range of interesting and imaginative activities. Children are making good progress towards the early learning goals helped by staff who are interested in what the children do and say. They make generally good progress in personal, social and emotional development and particularly language skills. The organisation of the room and access to resources creates zones identified for specific activities and quiet times such as a maths area, a writing table, home corner, book corner as well as messy play areas. Teaching is generally good with some very good aspects. Some activities show inspiration and a keen awareness of harnessing children's curiosity. However, there are some minor weaknesses in teaching. Staff miss opportunities to challenge and extend more able children. Some progress in mathematical development and knowledge and understanding of the world is incidental and due to children's access to resources rather than planned input from staff. There is limited support for children whose first language is not English. Staff miss opportunities to use home language in displays or songs and rhymes, linking nursery with home. Partnership with parents and carers is generally good. Parents are well informed about the nursery routine and curriculum and are encouraged to be involved in the topics each term. Open evenings give parents the opportunity to discuss their child's progress in more detail with staff. The nursery management welcomes comments from parents through termly questionnaires. The management value training in the Foundation stage for staff. Staff are supported whilst attending training with assistance from the manager and senior staff. Training needs are assessed at appraisal meetings. The manager is supernumerary and the staff work as a team to set planning and make decisions on curriculum and topics.

### What is being done well?

\*children have immediate and constant access to all of the resources. The staff's arrangement of the pre school room provides identified zones for the children promoting quiet, and specific activity areas; \*staff plan a wide range of activities that encourage children to be aware of their environment and explore the natural world and become more familiar with their immediate surroundings; \*children's personal, social and emotional development is good. Children are confident, chatty and develop caring relationships with each other and with staff; \*partnership with parents is very good. The management welcomes comments from parents and responds to these where necessary to improve the service and care offered.

### What needs to be improved?

\* the recording of developmental progress in order for staff to effectively plan for the next stage of each child's learning/ stage in development; \*opportunities to reflect the home language of children with English as an additional language; \*the input

from staff in child led activities to extend and challenge more able children and respond to their level of interest; \*the provision of more challenging equipment and activities for gross motor development.

**What has improved since the last inspection?**

At the last inspection the nursery was asked to promote appropriate behaviour, listening and speaking skills; improve adult input in mathematical development and increase relevant resources for physical development; develop a special needs policy. The nursery has made limited improvement since the last inspection. Staff have high expectations of children's behaviour and sanctions are seldom required. Most children listen attentively, particularly at circle time, although staff need to recognise the shorter attention span for younger or less able children. Resources in the maths area are appropriate and children can freely access them throughout the day. However, the range of equipment for physical play is still very limited for older, more able children. Nursery management are looking to access a local toy library in order to provide more challenging equipment. The nursery has now implemented the special needs policy appointing a member of staff as Special Needs Co-ordinator (SENCO). This ensures that children are given support to develop their full potential.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children make generally good progress in personal, social and emotional development. They confidently express their needs and ideas and relate well to each other and adults. They are interested and involved in their play, developing their own hierarchy within play situations.	
<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy. Many of the children are confident and fluent speakers engaging in conversation with each other and adults. They have the opportunity to connect the written word with instruction and see familiar words around the room. The designated writing area offers free access for children to use a variety of implements to make marks and practise writing.	
<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's progress in mathematical development is generally good. Most of the children count beyond ten and many can recognise numerals up to ten. They learn about shapes and patterns within their environment through some practical activities.	
<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children's progress in knowledge and understanding of the world is generally good. They learn about the natural world and features of their environment through interesting and inspiring activities that build on their imagination and natural curiosity. Visitors to the nursery support for the children's learning for some topic work.	
<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children make generally good progress in physical development. They learn about the importance of hygiene and know why they wash their hands before eating and after using the toilet. There is the opportunity for outdoor play. More able children do not have access to sufficiently challenging equipment for gross motor development.	
<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children make generally good progress in creative development. They engage in a wide range of mediums for art and craft in 2D and 3D perspectives. They enjoy activities such as role play and music and have free access to these throughout the nursery day.	

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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**OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

**WHAT THE SETTING NEEDS TO DO NEXT**

Review the recording and assessment of children's progress in order to inform future planning for the next step in each child's development. Develop opportunities to recognise and reflect home languages of children for whom English is an additional language. Evaluate the resources and activities available for physical play to promote gross motor development and extend more able children.

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

**STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

**STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

**STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

**STANDARD 14: DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*