



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY253224

DfES Number: 553433

INSPECTION DETAILS

Inspection Date	02/03/2005
Inspector Name	Karen Cockings

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Wonderland Nursery
Setting Address	The Old Pond School, Barnsley Road Cudworth Barnsley South Yorkshire S72 8UT

REGISTERED PROVIDER DETAILS

Name	The partnership of Wonderland Nursery
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ORGANISATION DETAILS

Name	Wonderland Nursery
Address	Wakefield Road Mapplewell Barnsley South Yorkshire S75 6DJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Wonderland Nursery was registered in 2003. It operates from single storey premises, formerly used as a school, in Cudworth, near Barnsley and serves families living in the surrounding area. The nursery is one of two settings privately owned by the same proprietors in the Barnsley area.

The setting is registered to provide full day care for a maximum of 48 children. It is also able to offer out of school care to children attending local schools. There are currently 79 children on roll, of whom 22 three year olds and 5 four year olds are in receipt of nursery education funding. There are no children currently attending with special needs and two children speak English as an additional language. The nursery is open every weekday between 08:00 and 18:00 throughout the year except for the Christmas holiday period and Bank Holidays. Children attend for a variety of sessions.

Children are cared for by a team of 13 staff, all of whom have childcare qualifications or are working towards them. The nursery receives support from the Local Authority and is participating in the National Day Nurseries Association quality assurance scheme- Quality Counts.

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

How effective is the nursery education?

Wonderland Nursery offers a welcoming environment and provides good quality nursery education which enables children to make generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development, communication, language and literacy and in mathematical development.

The quality of teaching is generally good. Staff build strong relationships with children which helps them to feel secure and develop confidence in their own abilities. They manage children's behaviour positively, giving children opportunities to make choices and helping them to understand boundaries. Staff acknowledge children's achievements and give praise. As a result children behave well and are learning to play cooperatively together.

Staff have a good knowledge of the early learning goals and plan a variety of play experiences to promote children's learning. They organise space and resources well enabling children to select activities for themselves. Plans encompass all areas of learning and staff organise focussed activities to help children to learn and practise new skills. However, plans and observations do not identify clearly the next steps for individual children's learning and how activities can be extended to provide more challenge for able children.

Leadership and management are generally good. There is a strong commitment to the continuous improvement of the provision, through appraisal and training. Staff are given good support and work well together. However, monitoring and evaluation systems are not rigorous enough to ensure that plans and assessments are used to their full potential.

The partnership with parents is very good. Staff maintain good levels of communication with them both verbally and in written form. There are regular opportunities for parents to receive and share information about their children's progress.

What is being done well?

- Children's personal, social and emotional development is fostered very well. They are encouraged to make choices and to develop independence. Most children are confident and relate well to adults and to each other. They are interested, excited and motivated to learn.
- Staff use group times well. They present material in a lively way which encourages children to listen and to respond. They develop children's language and thinking through the effective use of questions to encourage them to think and talk about what they are doing.

- The staff team work effectively together to provide a secure and interesting environment for children. Managers and senior staff provide good role models for less experienced staff.
- Relationships with parents are good and staff communicate well with them. In addition to the ongoing conversations about daily events and children's progress a good range of information is provided through the effective use of noticeboards, newsletters and displays. They are encouraged to share what they know about their child and the introduction of parents coffee mornings gives them the opportunity to become more involved in their children's learning.

What needs to be improved?

- the use of observations and focussed activities to identify the next steps in children's learning and to ensure that there is sufficient challenge
- opportunities for children to explore the properties of a wide range of natural materials
- the planning of regular activities to help children to develop balancing and climbing skills

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and eager to take part in activities, working well independently and as part of a group. They build good relationships with staff and with other children and are learning how to play cooperatively. They behave well and demonstrate a sense of belonging to the nursery community. Children show pride in their achievements and are developing independence in managing their personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen attentively to stories and enjoy books both independently and as part of the larger group. They are aware that print has meaning and are familiar with print and labels in their environment. They participate in singing and rhyme activities with great enthusiasm. Most children are confident speakers using language well in their role play and to communicate with others. They are learning to recognise their own names and enjoy opportunities to practise their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy numbers and readily engage in counting activities as they participate in rhymes, physical and construction play and during everyday routines. They are beginning to solve problems and to use simple calculations to estimate how many and more/less. As they play with water and utensils they are learning about volume and capacity. They participate in practical activities which help them to gain an awareness of different shapes and measurements.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to learn about the world around them through planned activities, both indoors and outside. Some children particularly enjoy the computer, developing their skills in using the mouse and following simple programmes. Children have access to a varied range of construction materials and enjoy making models. However, they have limited opportunity at present to explore the properties of a wide range of natural materials.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children enjoy activities which involve them in moving in different ways, in response to music, rhyme and songs. They confidently use a range of wheeled toys when playing outside, negotiating the space well. They engage well with activities which help to develop hand-eye coordination, for example as they create collage pictures and select small pieces for their models. Regular opportunities for them to practise balancing and climbing skills are more limited.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children draw on their own personal experiences and use their imagination as they participate in role play activities. They enjoy using musical instruments and moving to different rhythms. Some focussed activities are quite adult led which restricts opportunities for children to develop their own ideas and design skills. Children have access to paints and easel, playdough and construction materials and use these with enthusiasm.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

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: THE KEY ISSUES

- Improve the use of plans, focussed activities and observations to ensure that the next steps in children's learning are clearly identified and children are given sufficient challenge.
- Provide more opportunities for children to explore the properties of a wide range of natural materials and for them to practise climbing and balancing skills.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.