

# Wonderland Children's Day Nursery (UK) Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY359697
<b>Inspection date</b>	14/03/2011
<b>Inspector</b>	Patricia Dawes
<b>Setting address</b>	57 Holyhead Road, Wednesbury, West Midlands, WS10 7DF
<b>Telephone number</b>	01215 566222
<b>Email</b>	mala.wonderland@ymail.com
<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Wonderland Children's Day Nursery has been registered since 2007 and is owned by a private limited company. It operates from a premises sited in Wednesbury, West Midlands. The nursery is accessible to all children. There is a separate secure enclosed outdoor play area within the premises. The nursery serves the local community and surrounding areas.

Wonderland Children's Day Nursery is open Monday to Friday from 7:30am to 6pm for 52 weeks of the year excluding bank holidays. Children are able to attend for a variety of sessions. It is registered to care for a maximum of 100 children under five years of age at any one time. There are currently 97 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds.

There are 23 members of staff employed to work directly with the children, 18 of these, hold early years qualifications and five are working towards a suitable qualification. The setting receives support from the early years team of the local authority.

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

Overall the quality of the provision is good.

Children are cared for in a safe environment where they are able to make good progress towards the early learning goals. This is an inclusive nursery where each child is recognised as unique and staff ensures that their individual needs are met. Highly effective partnerships with parents and other agencies involved with the children contributes considerably to ensuring children are safeguarded, receive any additional support they need and make very good progress. Policies and procedures are reviewed regularly and implemented. The management and staff use ongoing evaluation and reflection of their practice to benefit the outcomes for children.

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

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

- provide time to support children's understanding of how hygiene promotes good health in relation to hand washing
- support children's understanding of the wider world by expanding the range of visual displays and resources to positively reflect differing abilities of children and adults within and beyond the setting

- review systems so that interaction systematically helps children to learn so that they make connections in their learning, are actively led forward and can reflect on their learning.

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

Children are protected in the setting because staff understands their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. Clear policies and procedures are effectively implemented to ensure children's welfare, care and safety are promoted. A rigorous and robust recruitment and vetting procedure ensures that staff are suitable to be working with children and hold appropriate qualifications. Risk assessments are fully documented to cover all of the areas children and staff use. They identify potential hazards and how risks are minimised. All records relating to children's individual health and safety are well-maintained. Staff completes the necessary paperwork to ensure children's safety, such as, accident and medication records and consents for outings and emergency medical treatment. All of this ensures children's welfare is fully safeguarded.

The setting is well-maintained and displays of children's work and age-appropriate resources create a child-friendly environment to help children to settle happily. Routines run smoothly as staff are well-deployed to support children. Children enjoy and benefit from the well-planned and resourced learning environment. The structure of the day ensures children have regular access to the outdoor play area to extend their enjoyment further and benefit from the fresh air and physical activity. The nursery actively promotes inclusive practice at all times and works very well to ensure that each child and family is fully included in the life of the setting. Staff have a good understanding of children's individual needs and recognise and value children's differences. All children are able to access an appropriate selection of resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals.

A key worker is allocated to each child to aid communication between parents and enable close bonds to form with children. Ratios of staff to children are exceeded, as a result, children receive quality interaction. Staff develops a secure knowledge of the children in their key group enabling them to assess and plan for future learning. Parents receive a good level of information about the setting. They contribute relevant information to enable staff to care for children according to individual needs and inline with parents wishes. The staff make themselves available to feed back to parents each day and encourage them to visit the setting regularly to review their children's learning journals. The staff recognises the importance of working with other professionals. They make appropriate links to ensure continuity of care and learning and a smooth transition as children move on in their education.

The management demonstrates a commitment to improving their practice and a clear vision for the future to maintain continuous improvement. Regular staff meetings provide valuable opportunities for practitioners to share good practice

and to identify their training needs, which are prioritised by the manager. The management team and staff have undertaken formal self-evaluation of the setting and have a good understanding of their strengths and areas for improvement. For example, all previous recommendations have been appropriately addressed and staff have or are due to attend various training courses to increase their knowledge and understanding of the Early Years Foundation Stage and to ensure that all keep up-to-date with changes.

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

Children learn through play in a very welcoming inclusive environment that offers variety, interest and relevant learning opportunities. Good relationships are evident between the staff and children. All children are happy, relaxed and settle well into the daily routines. Staff demonstrates a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress well in all areas of learning. Staff gathers and records information regarding children's starting points and use this information to plan activities which take account of children's interests and their individual learning needs. Observations and assessments are used well to plan for children's progression across all areas of their learning. This method is generally effective and, as a result, all children make good progress.

All children are happy, relaxed and settle well into the daily routines. Children's language skills are developing as staff engage in play with the children and take time to listen to them. Babies and toddlers bond well with staff and positively respond to the high levels of care shown to them. Younger babies babble in response to staff communications and at singing times. Children's individual cultures are fully valued and staff enthusiastically promote a positive awareness of diversity through discussion, positive images and the celebration of various activities. Children have recently celebrated Valentines day and Holi producing some very colourful art work displayed in some rooms. However, visual images and resources which positively depict differing abilities are limited.

Children are helped to recognise their own names and the names of their friends during activities and from their artwork being displayed throughout the nursery. Children develop hand-control needed for later writing as they freely access a variety of mark making materials. Older children show developing skills in labelling their own art work. All children undertake messy play activities, such as painting and sticking, which stimulates their creative development. Babies enjoy exploring different mediums, such as, playing with water, making bubbles or pouring through colanders and funnels or play dough which they squash and mould. Simple mathematical and scientific concepts are introduced during story time with older children as they sing number rhymes and songs or during sand play, comparing and filling different sized of containers.

Children develop knowledge and understanding of the world as they look at and study shells, fir cones and leave through magnifying glasses, find mini beasts in

the garden or make 'zappy zoomers' that fly. Children also develop skills for the future through the range of activities. Older children begin to explore technology attempting to use the mouse to complete simple programmes, whilst babies and toddlers enjoy musical and programmable toys. They show pleasure as they press buttons or create a sound with the rattles. Children benefit from fresh air and exercise through energetic play outdoors. They use a range of equipment outdoors that encourages the development of physical skills, such as, bikes, slides and balancing beams. Outdoor learning also takes place as children join in a 'treasure hunt' running around excitedly looking for the next clue.

Behaviour is good in the setting. Children begin to understand the need to share and take turns appropriately supported by staff. They show care and consideration for each other, taking turns and demonstrating very good manners, remembering to say please and thank you at relevant times. Older children respond well to gentle reminders of being careful when walking downstairs to access outdoors. Children learn to keep themselves safe through practical routines, such as, practising fire evacuation procedures. Staff also offers guidance on the dangers of traffic and strangers when out in the community or using scissors and knives safely during activities in the nursery.

Effective procedures are followed by some staff to ensure the good health of children. For example, children follow effective hygiene routines including regular hand cleansing before meals, however younger children who are in nappies are not being encouraged to wash their hands after nappy changing to begin to familiarise them with the routine of toileting. This has the potential to compromise children's good health. The nursery promotes healthy eating, meals are freshly prepared and nutritionally balanced. Staff are vigilant in ensuring that individual dietary needs are catered for in terms of allergies, preference and textures for younger babies. The Staff take time to sensitively support younger children with feeding skills and babies are cradled in the arms of staff during their bottle feeds. Independence and developing good social skills are promoted as children help to lay the table for lunch and staff sits with children talking about their morning activities.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children feel safe	1
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	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met