

Wonderland Day Care Nursery Co-op Ltd

Inspection report for early years provision

Unique reference number	105257
Inspection date	23/03/2011
Inspector	Jane Mount
Setting address	Strathmore Walk, LUTON, Bedfordshire, LU1 3PD
Telephone number	01582 458555
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Type of setting	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.

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Description of the setting

Wonderland Daycare Nursery registered in November 1997. It operates from a purpose built, self-contained building and is situated close to the town centre of Luton, Bedfordshire. The nursery consists of three base rooms, a kitchen, utility areas, a laundry, staff room, office and toilets. All children have shared access to an enclosed outside play area.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 42 children and there are currently 49 children on roll, all of whom are in the early years age group. This includes 22 children who receive government funding for early years education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting is open each weekday from 8.30am to 5.30pm for 51 weeks of the year. They also offer extended hours, with prior agreement with parents, from 8am to 6pm. The provision employs 15 members of staff including the cook and the majority of the staff team hold early years qualifications to level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A child-centred and inclusive environment is provided to all. Highly effective partnerships with parents and carers significantly contributes to the setting's knowledge of individual children and ensures their needs are fully met. Robust safeguarding procedures ensure children are safe and their welfare is protected. Children's learning is promoted and they are making good progress towards the early learning goals. The provision has a positive attitude to improvement and is aware of their key strengths and the areas they wish to develop further. Systems to effectively monitor the quality of the service offered and to ensure continued improvement, such as self-evaluation have been introduced but are still in the early stages of development.

What steps need to be taken to improve provision further?

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

- develop further a quality improvement process, such as self-evaluation, to monitor and extend effective practice to ensure continued improvement.

The effectiveness of leadership and management of the early years provision

Rigorous safeguarding procedures ensure children are secure and their welfare is fully protected. Clear management responsibilities in relation to child protection have been established including having two named designated persons responsible for ensuring the correct safeguarding procedures are followed if there was a concern. All staff complete safeguarding training and then regularly update their knowledge to ensure they have a secure knowledge and understanding of how to protect children's welfare. Recruitment and vetting procedures are robust and ensure staff are suitable to work with children. Risk assessments, including daily checks and assessments for outings, ensures the environment remains safe at all times with any potential hazards identified and minimised immediately. Children's safety is paramount and staff closely supervise children and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised.

All required documentation to ensure the safe and efficient management of the setting is in place and is informative and well organised. The setting is committed to fully implementing the Statutory Framework for the Early Years Foundation Stage. Staff are guided by a strong management team who strive to provide a high quality service. They are aware of their key strengths and have systems in place to monitor and assess the quality of the provision. One way this is successfully achieved is through seeking feedback from parents through the use of questionnaires. A self-evaluation system to systematically identify the setting's strengths and areas they wish to enhance further has also been introduced and the setting aims to actively use this as a way of ensuring continuous improvement. Effective communication ensures staff are clear about their roles and responsibilities and consequently, they work well together as a team which has a positive impact on outcomes for children. Staff feel valued and become confident practitioners with designated responsibilities shared out amongst them. Continuous professional development is encouraged and staff regularly attend appropriate early years courses and workshops to ensure they are well informed and their childcare knowledge is kept up to date.

Good use of space, resources and effective staff deployment ensures an environment that is safe and fully inclusive. All children and their families are valued and included. Excellent partnerships with parents significantly contributes to children's well-being and ensures their care and learning needs are fully supported. Staff work hard to develop positive relationships with parents and a key person system and daily verbal and written communication with parents ensures children's individual needs are met and children receive continuity in their care and learning. An effective settling-in policy is successfully implemented and as a result children settle well and are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the nursery. The setting actively promotes equality of opportunity and works with parents and others to support and meet the specific needs of individual children. They liaise with other agencies and professionals including other early years providers delivering the

Early Years Foundation Stage. The nursery has established links with some of the local schools which helps to ease the transition for children moving on to school.

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

Children's learning and development are promoted. Staff monitor children's learning through regularly observing and assessing them to identify progress and achievements over time. This information is then used when planning future play experiences. Planning systems are informative and staff know the children in their care well and plan activities and play experiences which cover the six areas of learning and which take account of individual children's interests and developmental stages. Staff work hard to provide a child-centred environment where the daily routine has a balance of adult-led and child-initiated activities. Children enjoy their surroundings and show a keen interest in what they do. They arrive happy and quickly settle and engage in activities. Their independence skills are encouraged and children confidently put on aprons for art activities or go to the toilet on their own. Older children take an active role in snack time and mealtimes. Younger children's self-help skills are fully promoted with staff encouraging them to try things for themselves and supporting them while they try to succeed.

Children have regular opportunities to express themselves creatively and can access a varied range of art and writing materials on a regular basis. They enjoy making models of bumble bees and concentrate hard when painting yellow and black stripes on cardboard tubes. When making models with playdough they enjoy exploring the texture. They use their imaginations and share ideas and thoughts, such as when playing together with a large cardboard box and pretending it is a train. Writing and drawing materials are accessible and children have regular opportunities to become familiar with the written word. Children confidently match and sort objects, learn about volume and develop their pouring skills through filling containers when playing with water. Children learn about the wider world and have access to resources that develop their knowledge and awareness of diversity. They have many opportunities to talk about their families, home life and to learn about the local community and environment.

Staff are proactive in implementing highly effective strategies to promote and safeguard children's health and well-being. Good hygiene procedures are consistently applied, such as ensuring hand washing takes priority before children eat. Also, staff wear tabards when serving or handling food and a no-shoe policy is adhered to in the baby room which helps to prevent infections and keeps the area clean for less mobile children. Through discussion and some activities children are learning how to stay healthy and about personal care routines. Children are aware of the need to wash their hands before they eat and after visiting the toilet and when asked older children are able to confidently say the reasons for doing so. Healthy eating is promoted and children are provided with a nutritious, balanced diet. All food is freshly prepared on the premises and menus are shared with parents. Children are encouraged to try new foods and participate in activities where they learn about the benefits of healthy eating. Children's physical skills are

fostered with regular opportunities to exercise incorporated into the daily routine. They are learning to move with control and co-ordination as they manoeuvre around obstacles when riding bikes or pushing buggies. They develop hand to eye co-ordination as they throw hoops over boxes. Children have some opportunities to talk about the effects physical activity has on the body, such as discussing why they become out of breath after running.

Children demonstrate a strong sense of security and are confident and self-assured in the setting. Positive relationships between staff, children and parents enable children to feel secure. The environment is safe and children are learning how to keep themselves and others safe. Staff sensitively remind children not to run when indoors in case they fall and hurt themselves. When outside children know to be careful when throwing balls in case they hurt someone. Children participate in regular fire drills and therefore learn how to stay safe in an emergency. Children behave well with behaviour managed in a positive manner with clear boundaries set by staff. Children are learning how to play together and are encouraged to show care and concern and to behave considerately towards others. Staff talk with older children about helping each other in their play and younger children are learning to share and to take turns. Regular praise and encouragement from staff help children develop high levels of self-esteem. Children are taught to be polite to others and staff are good role models.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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