

Alice's Wonderland Nursery

Inspection report for early years provision

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Inspector

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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.

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

Alice's Wonderland Nursery was registered in 2007 and is privately owned. It operates from a community centre in Stonebridge in the London Borough of Brent. There is access to a large main hall, baby unit, quiet room and a large secure outdoor play area. The setting serves the local community. It opens each weekday from 7.00am to 7.00pm all year round except for Christmas and bank holidays. It is registered to care for 62 children in the Early Years age range and there are currently 74 children on roll. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs 13 full-time members of staff, all of whom hold appropriate early years qualifications. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun in the exceptionally well-resourced and child-centred environment. They make good progress in all areas of their development because staff focus on identifying and planning for their individual interests. Overall, staff use observations and assessment well to track children's progress. Strong partnerships are established with parents, who receive good information about the setting and how children spend their time there. Systems for self-evaluation are in place, which help the management and staff team to identify the strengths and weaknesses of the provision.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to develop independence and self-help skills through daily routines, for example at lunchtime.

The effectiveness of leadership and management of the early years provision

Staff at all levels are clear about their roles and responsibilities in relation to safeguarding, and policies and procedures are in place to reinforce practice. The

manager takes lead responsibility for child protection and has attended training to support her in this role. Clear and up-to-date systems are in place to support staff should they have any concerns about a child in their care. All visitors are required to sign in and out of the visitors' book to ensure a full record is maintained of everyone coming into contact with the children. The environment is secure at all times, staff are very well deployed to supervise the children. Written risk assessments have been carried out for various outings and for the premises, although they do not highlight all potential dangers and how staff will keep children safe. Staff carry out daily visual checks on the premises, which are documented, allowing staff to minimise any identified hazards. Robust recruitment procedures ensure that children are cared for by suitably qualified and fully vetted staff.

Strong commitment from management and effective team working result in a smoothly run setting. There are sound systems in place such as a self-evaluation folder, staff appraisals, and team meetings to identify strengths in practice and areas for development. Furthermore, the clear drive and enthusiasm of the manager shows a good commitment to the setting's future. Children benefit from the well-established relationships between their parents and staff. Information is shared openly and there are notice boards with information on the setting, staff details and weekly plans. Information is available about how the setting plans activities, using quotes from the children to demonstrate how their ideas have been incorporated into the plans. Link books are used to keep parents informed about their child's day at setting. They are completed weekly and also include information about activities children may have particularly enjoyed that parents can then follow up at home. Parents are invited to make comments back. This good two-way flow of information is valuable in maintaining continuity of care and learning for children.

Children have access to a vast range of resources and materials that are suitable for their age and stage of development. The equipment is stored so that children of all ages can access equipment independently, promoting their freedom of choice and decision-making skills extremely well. Diversity is promoted well within the setting. Children use a range of multicultural resources to learn about other cultures and beliefs, and benefit from positive images of diversity displayed around the setting. They take part in trips out to the local market and Hindu temple, and take part in local charity events, which give them a sense of their local community as well as offering wider learning experiences. The setting works closely with local authority advisors and other professionals to support children with additional needs, and effective arrangements are in place to work with children and families for whom English is an additional language.

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

Children make good progress in their development because staff plan for children's

emerging interests and use their suggestions for activities. Plans are informed by the observations made, and activities are well assessed to ensure learning intentions are captured also. Effective teaching techniques are in place to engage children's thinking skills because staff ask open-ended questions and interact effectively with children in small groups. Staff deploy resources exceptionally well to create very visually stimulating surroundings. Staff are ready to intervene when necessary but also allow children to choose freely from the large variety of toys, resources and activities on offer. Space is creatively used to provide children with interesting things to look at as well as opportunities for learning. For example, there is a sensory wall with interesting things for children to feel and explore.

Children use their creativity as they explore printing with different objects such as combs and hair bands. They have immense fun making lots of noise with the musical instruments and squeal with laughter at staff singing funny nursery rhymes. Imaginative play is well supported as children have access to a wonderful role play area. Staff take great care in arranging a large area, fully equipped with kitchen, bedroom and living room. Children enjoy pretending to get ready for a birthday party, sharing out imaginary cake and drinks with one another and with staff members. Children facilitate their own play by using resources from other areas to enhance their fun. Children have access to a variety of reference and fiction books and know how to handle them correctly. They make their own books, which are on display in the cosy book corner for them to see as they as they relax, read or listen to a story with a member of staff.

Babies form positive and secure relationships with staff members. They are given lots of cuddles and affection, further supporting their feelings of safety. Babies progress well as staff are aware of their developmental needs. The baby environment is well equipped with resources to stimulate and engage their attention.

Staff are resourceful and creative in providing spontaneous activities for children. For example, children have great fun as they jump on bubble wrap. They shout with joy when they hear the pops from the bubbles and they talk about it long into the day. The outdoor area is equally well resourced, and offers ample space for large-scale activities and physical play. Children enjoy climbing, sliding and exploring the sand pit. Staff plan outdoor activities well to cover all the areas of learning, meaning learning is continuous. Interesting activities, such as squeezing oranges, provide children with many good learning opportunities. They learn to share as they take turns pushing down the lever, discover the benefits of healthy eating as they discuss vitamins and how food gives us energy, and learn about fruit as a resource, furthering their understanding of sustainability.

Children learn about and are encouraged to adopt healthy habits. They wash their hands as part of the daily routine, and trips to the local dentist help them learn about maintaining good oral health. Children's dietary requirements are carefully considered. For example, staff ensure that children with special dietary needs do not feel different from their peers. Meals times are very sociable, and children enjoy the interaction from staff as they wait for their meal. However, children who are served last can wait quite a while, meaning they can become bored and restless. Also, the lunchtime routine is not used effectively to help promote their

independence and self-help skills. Drinking water is readily available, with a water dispenser and cups for children to help themselves.

Children are made aware of safety issues in an age- and stage-appropriate manner. They have visits from the local fire brigade and learn about safety clothing when visiting builders, as they all wear high-visibility jackets. They engage in road safety talks, discussing the dangers when crossing the road and the resources which help us, for example the zebra crossing. Children's behaviour is very good. They do as staff ask, and staff deal promptly with unwanted behaviour in a manner which enables children to understand the consequences of their actions. Children form friendships and show great care and consideration for one another as they play with each other's hair and share favourite toys.

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	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	2
The effectiveness of the setting's engagement with parents and carers	2

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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