

Wonderland Nursery Ltd

Inspection report for early years provision

Unique reference number EY216639
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Inspector Katie Dempster

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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 Nursery Limited registered in 2002 and is run by a private provider. The setting operates from a self contained unit on the ground floor of Jupiter House in Hayes, in the London Borough of Hillingdon. There is access to one large main room and a secure outdoor play area. The nursery provides a service for children from the local community. The setting is open each weekday from 8am to 6pm, 52 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

It is registered to care for 33 children in the early years age range and there are currently 55 children on roll; of these, 22 are funded. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities and who speak English as an additional language.

The setting employs eight full-time and one part-time member of staff, all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are fully engaged and confidently move around the carefully organised and greatly resourced environment. The motivated staff team and passionate management are fully committed to providing very high standards. They continually strive to develop practice and maintain continuous improvement based on robust self-evaluation. Overall, systems for observing and planning for children's individual development are effective. Flourishing partnerships with parents and other professionals ensure a fully inclusive environment, where children's individual needs are known and met exceptionally well.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- incorporate the needs and interests of individual children in the written weekly plans

The effectiveness of leadership and management of the early years provision

Children are greatly safeguarded as a result of robust policies and procedures implemented throughout the nursery. Staff at all levels have a firm understanding

of safeguarding issues, whilst the managers take lead roles in dealing with concerns. Comprehensive risk assessments and rigorous procedures for the safe recruitment and vetting of new staff further ensure children's safety.

The experienced and dedicated management team act as excellent role models for the whole staff team. The efficient and smooth running of the nursery is a result of the excellent team work that has been established. Staff are highly involved in the development of the nursery. They contribute to self-evaluation and complete personal development records, driving improvement through the nursery. There are various systems of self-evaluation in place to ensure the nursery makes continuous improvement where necessary. These include many quality assurance schemes, staff appraisals and the nursery's operational plan.

Staff engagement with parents is exceptional. Staff are creative in finding ways to involve parents in the nursery and children's learning. For example, hosting workshops for parents on relevant topics such as the Early Years Foundation Stage and helping to ensure healthy lifestyles at home. There is a wealth of information available for parents that include newsletters, notice boards and displays. Staff fully support learning at home. Parents are able to take home resources and equipment, through the book and toy borrowing scheme that is in place.

Support for children with special educational needs and/or disabilities is highly effective. Staff work in close partnership with parents, other professionals and local authority advisors to ensure children's needs are known and best met. Implementation of individual educational plans allows staff to plan appropriate activities and observations show evidence of children's significant progress. Diversity is well planned for within the nursery. Children have access to many images, resources and activities to support their understanding of difference and the wider world.

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

Staff create a wonderfully stimulating and educational learning environment, with an extensive selection of high quality resources to support learning through play. Well captured observations inform children's six weekly individual plans, however, the weekly plans do not fully reflect children's known individual learning needs. Staff strive in developing children's skills for the future. They incorporate sessions into plans that aid children's communication, listening and concentration skills. For example, 'attention Hillingdon', a session that focuses on supporting children in developing attention and listening skills. The areas of learning are well applied in the nursery. Children's creativity is effectively promoted. They engage in activities such as hand printing, collage and exploring rhythm and sounds with the many musical instruments available. Their imaginative skills are well supported as they happily play in the role play area, often set up to reflect different themes the nursery is currently following. Children enjoy looking after the dolls, they tuck them in with blankets and say, 'night night'. Children's early mark making skills are supported very well and opportunities for drawing and writing are provided all

around the environment. The newly organised book area is attractively set out and inviting, encouraging children to go and sit comfortably with their chosen book. A great selection of resources support children's mathematical and problem solving skills. Enabling them to calculate, estimate, sort and match objects and to identify colours, numbers and shapes. Children gain an understanding of the world through exciting activities, such as mini beast hunts. These activities are wonderfully facilitated; staff provide picture reference cards, tools for digging and magnifying glasses. Children become excited as they find creatures in the mud, shouting, 'I found a wiggly worm!'

The outside environment is specifically planned for, which means children's learning is continuous as they enjoy the free flow environment. Activities and equipment to challenge older children and introduce early gross motor skills to younger children have been carefully considered. They enjoy using the different apparatus and resources to balance, steer, climb and negotiate space. The well equipped and colourful environment makes the outdoor area very appealing to children, encouraging their enjoyment of physical and active play. The emphasis placed on outdoor and physical play also supports children's understanding of healthy lifestyles. They show a good awareness of being healthy and are encouraged to adopt good personal hygiene through the daily routine, for example, brushing their teeth after lunch.

Staff effectively and consistently implement the nursery's behaviour management policy. Children are very well behaved, take instruction from staff well and show emerging friendships as they play together in harmony. They learn about keeping themselves safe through resources, discussion and activities. Children also enjoy visits from safety workshops, such as 'Traffic Club', where they participate in safety related activities and learn important safety behaviour.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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	1
The extent to which children make a positive contribution	1
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