

Wonderland Children's Day Nursery (UK) Ltd

57 Holyhead Road, WEDNESBURY, West Midlands, WS10 7DF

Inspection date	26/04/2013
Previous inspection date	14/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress across the areas of learning because staff know the children well and effectively plan for the next steps in their development.
- Staff understand that children learn best through active involvement and through play and exploration. Therefore, children are interested, motivated and occupied.
- Children enjoy a wide range of healthy snacks and meals which are freshly prepared. Staff are good at reinforcing ideas of healthy eating with children through focused, well-planned activities.
- Monitoring of the educational programme, including observation and assessment, successfully highlights any minor areas for improvement. There is a commitment to ensuring that children are cared for in a well-resourced and well-maintained environment.

It is not yet outstanding because

- Children's independence at snack time and mealtimes is not always fully supported and appropriate cutlery and equipment is not always provided.
- There is scope to develop the outdoor area to offer children more opportunity to further extend all areas of their learning and to be able to freely access outdoor learning when they wish to.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children playing and learning in all of the nursery rooms.
- The inspector spoke with staff, parents and children throughout the inspection.
- The inspector held a meeting with the nursery manager and met the nursery owner.
- The inspector viewed a range of documentation, including children's development records, planning, policies and procedures.

Inspector

Juliette Jennings

Full Report

Information about the setting

Wonderland Children's Day Nursery was registered in 2007 under the current ownership. It was originally registered in 2003 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in a two storey building in Wednesbury, West Midlands. The nursery serves the local area and the ground floor is accessible to children, although arrangements can be made to enable access to the first floor. It operates from five rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 25 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 and 3. One member of staff holds a Bachelor of Arts in Early Childhood Studies. The nursery opens Monday to Friday all year round, except for bank holidays, from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 127 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery work closely with advisors from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- make even better use of the outdoor area by: improving the outdoor space so that children are able to extend their learning across all areas of learning as effectively as they do indoors; supporting free-flow opportunities so that children can make a choice about whether they would like to learn indoors or outdoors

- encourage children's independence at snack time and at mealtimes by giving them the opportunity to self-serve, providing them with appropriate cutlery, and for babies, individual bowls.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress across the areas of learning because they are effectively supported by staff who understand how children learn best. Staff use a variety of techniques to extend children's ideas. They ask open-ended questions to encourage children to problem solve, offer suitable challenge during activities and provide interesting

and exciting adult-led activities. The environment supports the characteristics of effective learning for all children, and this is further enabled through good interactions with staff. Children enjoy a rich, varied and interesting indoor learning space which supports good progress in all areas. However, there is scope to enhance the use of the outdoor area to extend and support children's learning and offer them opportunities to free-flow between indoors and outdoors should they wish to.

Staff are good at planning activities which challenge and engage children. They make the most of every opportunity in activities and play to encourage children's development. For example, a small group of older children thoroughly enjoy a cooking activity which is well organised and planned to suit their needs. They are inquisitive about the ingredients and utensils that are available to them. Staff take the opportunity to use mathematical language, such as, 'small' and 'big' as children look at and hold up the different sized spoons. Staff encourage children to count out the paper cases and comment 'If we add one more or two more', which supports simple mathematical skills. Children's communication and language is encouraged as they comment on what they are seeing, 'it looks like sugar, it feels like sugar'. Children notice the lumps in the mixture, and then comment on what they think it smells like, stating excitedly 'Ice cream, strawberry, and jelly'. Both children and staff notice if the mixture is light and creamy as it suggests in the recipe. Independence is supported very well as children go and get some more water to mix into the mixture and as they fill the cake cases with the mixture. Children develop their physical skills really well as they are so careful to use two spoons to divide the mixture into the cases.

Children's literacy skills are supported well as they enjoy a phonics session. This encourages recognition and repetition of phonetic sounds through a child-friendly, adult-led group time. Staff encourage older, more able children to think of the initial sound of their name, and they do this enthusiastically. Younger children play a game similar to 'Kim's game' using letter templates hidden in a favourite puppet to recognise and say the letter sound. These well thought out activities are age-appropriate, interesting and support children's understanding of early reading and writing skills.

Babies and younger children benefit from a good range of opportunities to support their development in the three prime areas. Staff acknowledge these areas of development as being instrumental in providing a secure basis for future learning and ensure that daily planned activities encourage these aspects. A range of sensory experiences are offered as part of the continuous provision, for example, water play, paint, sand and dough. This allows children to develop their physical skills in preparation for early writing, as well as their creativity. Children are supported to develop empathy and social skills as they use puppets during a small group story time. Staff take the opportunity to cuddle children at this time, which further supports a comfortable and secure environment. Plenty of resources and opportunities for making marks and drawing are available to children. Equality and diversity is well represented in displays, resources and recognition of the community of children who attend. Staff are good at supporting individual children in their development. They take opportunities to work on a one-to-one basis to support children's language development or to model a creative activity. Resources and activities are appropriate to the age of the children and hold their interest well.

Observation, assessment and planning is efficient and offers staff a strong platform in order to build on children's fascinations and interests. This helps to acknowledge the individuality of all children and fully supports ongoing progress. Staff ensure that observations are meaningful, securely assessed and reflect children's learning styles. Their secure knowledge and understanding of the guidance document Development Matters in the Early Years Foundation Stage, as well as of child development, means that next steps in children's learning are quickly highlighted and taken forward into planning. Regular summary assessments include and involve the views of parents and offer a rounded view of children's progress and development. This includes the progress check at age two.

Parents are involved in their child's on-going learning and development on an informal basis. The management team and staff have recognised that there is more to be done to ensure a fully effective approach in supporting parents to become involved in children's learning. As a result, there is an action plan in place and steps have been taken to address this area for improvement. Relationships between parents and their child's key person are strong and this means that parents can talk to staff about what children are doing. Ideas for learning at home are offered within displays and regular newsletters. Partnerships with parent's further supports transition to other settings where appropriate through informal discussions.

The contribution of the early years provision to the well-being of children

The management team continually reflect on and improve the provision and show a strong understanding of the requirements of the Early Years Foundation Stage. The management team, and the owners, maintain a good working partnership with all staff and this helps to ensure a secure, child friendly experience for all children. Staff have a good knowledge and understanding of the learning and development requirements and the welfare requirements. This means that all children are well cared for and make good progress in their development. Ongoing self-evaluation and reflection is effective in highlighting areas for improvement. Changes are successfully implemented and take into account the views of staff, parents and children. For example, staff and managers have noted that there is scope to include parents much more actively in their child's learning. An action plan has already been implemented and improvements have been successful.

All staff have a secure understanding of their responsibilities to promote children's safety and welfare. They are supported by detailed policies, procedures and systems which ensure the day-to-day provision supports children safety, well-being and development well. For example, safeguarding, induction and staff recruitment procedures are robust, detailed and extensive, and reflect the practice and knowledge of staff in the nursery. Staff have good opportunities to access continuous professional development and up-to-date advice is sought from the local authority advisor. Supervision and appraisals offer staff the opportunity to reflect on their practice and share any concerns or issues. The manager maintains a strong and effective relationship with all staff which allows her to have an overview of the educational programme.

Partnerships with parents and others are good. This helps to ensure that children's needs are supported well and individual learning needs are met. There is a real sense that

relationships are friendly, informal and relaxed and this provides a sound basis for a happy, secure environment for all children. Parents have regular opportunities to comment on their children's development in an informal way, or through summary reports. They talk to staff everyday so that they are fully informed about what children have been doing while attending. Parents spoken to at the time of the inspection were happy with the care provided for their children.

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

The management team continually reflect on and improve the provision and show a strong understanding of the requirements of the Early Years Foundation Stage. The management team and the owners, maintain a good working partnership with all staff and this helps to ensure a secure, child friendly experience for all children. Staff have a good knowledge and understanding of the learning and development requirements and the welfare requirements. This means that all children are well cared for and make good progress in their development. On-going self-evaluation and reflection is effective in highlighting areas for improvement. Changes are successfully implemented and take into account the views of staff, parents and children. For example, staff and managers have noted that there is scope to include parents much more actively in their child's learning. An action plan has already been implemented and improvements have been successful.

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The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY359697
Local authority	Sandwell
Inspection number	909888
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	100
Number of children on roll	127
Name of provider	Wonderland Children's Day Nursery (UK) Ltd
Date of previous inspection	14/03/2011
Telephone number	01215 566222

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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