

# The Wonder Years Day Nursery

Arundel House, 50 Church Hill, Wednesbury, West Midlands, WS10 9DJ

<b>Inspection date</b>	05/09/2013
Previous inspection date	27/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Staff's positive and enthusiastic engagement with children significantly enhances their enthusiasm to learn, and to form strong bonds and relationships with adults and each other.
- Partnership working is highly effective, leading to children's enhanced progress, in all aspects of their development and learning, in the nursery and at home.
- Managers and staff have a clear view of their successes and achievements, resulting in a highly committed and professional team approach. This significantly enhances children's care and learning experiences.
- Children behave well and thoroughly enjoy their time at the nursery, because staff take into account their individual needs and interests. This fosters a culture of respect and tolerance.

### It is not yet outstanding because

- The outdoor play areas are not yet fully developed and used to their full potential. This minimises opportunities for children to play outdoors more often, and to enhance their natural explorations.
- Children do not always have the opportunity to develop their self-care skills and independence by for example, helping with simple food preparation tasks at snack time.

## 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 activities in the nursery play rooms and in the garden.
- The inspector held meetings with the manager of the provision, and conducted a joint observation of a planned activity in the pre-school room.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents, staff and children spoken to on the day, and from information included in the settings own parent survey.

## Inspector

Jayne Rooke

## Full Report

### Information about the setting

Wonder Years Day Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted business premises in Wednesbury, West Midlands and is managed by private ownership. The nursery serves the local and surrounding area and is accessible to all children. It operates from four main care areas on the ground floor of the premises and there is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. All hold appropriate early years qualifications at level 3 and above. The manager holds an early years degree. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.15pm. The nursery operates an after school club during school term time and holidays. Children attend for a variety of sessions. There are currently 88 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- extend opportunities for children to develop their self-care skills through the daily routine, for example, by encouraging them to try more varied food textures and tastes and to help with the preparation of food and drink
  
- extend opportunities for all children to use the outdoor areas more often, to enhance their physical and sensory explorations.

### Inspection judgements

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

Staff provide a broad range of interesting and stimulating activities and games, which successfully promote children's learning and development. They enthusiastically engage with children of all ages, which helps children to develop their speech, language and communication skills, at an early stage. Children are motivated to explore their surroundings, because a wide range of attractive toys and equipment are readily accessible to them. Consequently, all children develop the characteristics of effective

learning. For example, older boys make considered choices about what they want to do and who they want to play with. They work cooperatively together to build a road track out of bricks. They develop planning and negotiation skills, as they decide how many bricks to use, and how to lay out the road track. They learn how to tolerate and respect each other's ideas, as they take turns to place the bricks into place, and to re-design the original layout. This helps them to think critically, form positive relationships and behave respectfully.

Girls and boys concentrate intently on a self-chosen mathematical task. They sort and organise colourful objects by weight, shape and size. They test out what they know and understand, by using the balancing scales to find out which side is heavy or light. They develop their knowledge further through the skilful interactions of staff, who help them to work out how to balance the scales equally.

Children thoroughly enjoy role play and creative arts, where they express their own thoughts and ideas. Boys actively seek out the dressing-up clothes and home play equipment, to develop their imaginative play. Girls show high levels of fascination, as they tip and pour water into a variety of containers. They bathe dollies in the water play, demonstrating familiarity with domestic routines. Children have many opportunities to write, draw and make patterns in a variety of ways. Consequently, they use sand and other materials to make marks. They hold pencils, crayons and paintbrushes with increasing control and coordination, as they begin to form recognisable shapes and letters. Older babies show an increased awareness of print in the environment, as they look at and point to, the words and pictures displayed on a nursery rhyme poster. Staff instinctively respond to this spontaneous interest, by singing the words to the rhyme, much to the delight of the children.

Pre-school children are well prepared for their next stage of learning and school, because staff involve them in group activities, which enhance their listening and concentration skills. They sit happily together and respond to carefully considered questions, which help them to successfully recall and use, initial letters and sounds. Children at different stages of development, receive excellent levels of support and praise, to help them demonstrate their abilities and understanding. As a result, children take pride in their achievements and become highly motivated to succeed.

Children develop their physical skills, during their routine play outdoors. Younger children move their bodies and legs together, to move small wheeled toys around obstacles. They actively explore the outdoor learning area, as they follow the pathway under the willow tunnel, and move round to the other areas of the garden. Staff skilfully draw children's attention to the outdoor musical instruments, encouraging them to sing and express their creativity, through this inviting resource. However, there is scope to extend the outdoor learning experiences for all children, beyond the routine times of the day.

Staff demonstrate a secure understanding of the educational programmes. They skilfully use observation and assessment to identify what children can already do. This successfully guides their planning, across each area of learning. As a result, they adopt an individual approach to each child's learning journey. Children with special educational needs and/or disabilities, and those who speak English as an additional language, benefit from strong

partnerships between staff, parents and external agencies. This enables key persons to effectively support each child's learning and development, as they progress towards the early learning goals.

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

Staff demonstrate kind and loving attitudes towards the children. They pay close attention to each child's needs and manage their individual care routines with sensitivity and warmth. Children's sleep and meal routines, are discussed and agreed with parents, before children start to attend. This helps staff to provide consistent and supportive care, throughout the day. As a result, children settle quickly and separate more easily from their parents.

Children form strong bonds and attachments to their special key person, during their induction phase. Staff help them to broaden their social interactions with other adults and children, as they transfer and move between the different rooms. This helps children to develop their confidence and independence.

Children's safety is prioritised, as staff are vigilant about supervising them at all times. For example, they keep a watchful eye on children as they play and sleep. They have strengthened procedures to count the number of children playing inside and outdoors, to prevent children being left alone. They help children to understand how to manage risk, by gently guiding them to play carefully, as they move around the nursery and garden. Children show kindness and respect towards others, because staff are positive role models. They sensitively support children when they become upset, or if they hurt someone, by offering comfort and re-assurance, and by carefully explaining how to be thoughtful and considerate. This helps children to express and manage their emotions, in a safe environment. Children learn about the diverse world, through practical projects and varied celebratory festivals. This enhances their understanding of people and communities.

Children benefit from regular exercise because they engage in active physical play and games. They play outside in the fresh air, once or twice a day, when it is their turn to play in the garden. They enjoy healthy meals and drinks, which provide good nutritional value. They are offered a suitable balance of sweet, savoury and fruit snacks, during the morning and afternoon. Babies and young children sleep and rest, according to their individual routines. This promotes their healthy growth and development. Older children confidently manage their personal needs, when it is time to visit the snack table or the toilet. For instance, they know that it is important to use the soap to wash their hands clean and have good access to individual paper towels, to prevent the spread of infection. They feed themselves competently, using child-sized cutlery. However, they are not always encouraged to participate in the simple preparation of food, or to serve themselves to their drink at snack time. This minimises opportunities for them to develop practical skills and independence.

The nursery is bright, warm and welcoming to children, parents and visitors. Rooms are well-organised to accommodate the different needs of each age group. Toys are within

easy reach of children, which helps them to make choices and decisions of their own. Staff use their time well to support children's individual needs and to work consistently as a team. As a result, children's emotional well-being is assured. Partnerships between parents, other providers and schools are consistently strong. This promotes continuity for all children within the nursery and beyond.

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

Children make good progress towards the early learning goals, because staff have a secure understanding of how they learn and develop. Consequently, they plan and provide activities which develop each child's skills and abilities. This helps children to prepare for their next stage of learning, including those with specific and identified needs.

Safeguarding procedures are robust. This ensures that children are protected from abuse and neglect. For example, staff confidently describe what to look for and how to respond, to any concerns about a child's well-being. They know that it is their individual responsibility to protect children and keep them safe. A regular review of the safeguarding and other policies, re-affirms their roles and responsibilities. This ensures that staff act promptly, if they are concerned about a child's welfare. Secure recruitment and vetting procedures are systematically followed, by the owners and manager of the nursery. This includes rigorous checks to ensure that staff are suitable to work with children, at all times.

The manager leads a culture of reflective practice, as part of the continuing self-evaluation process. As a result, staff are highly committed to professional development and training. For example, the manager has recently achieved an early years degree and other staff have succeeded in attaining a level 4 qualification. This has inspired staff to implement new initiatives within the nursery, with a particular focus on parent engagement in children's learning. Consequently, children's development is enhanced, between the home and nursery. In addition, staff work successfully with other professional partners, to obtain specialist support for children with speech and communication difficulties. This helps them to quickly identify when additional help is needed. As a result, children's language skills are improved at an early stage.

Parents and children's views are valued and listened to carefully, to address any concerns or to seek new ideas and suggestions. Parents speak highly of the nursery and value the warm and friendly atmosphere, and the professionalism of the staff. Older children say that they like to play at the nursery and have fun. Babies and young children appear happy, content and settled. This promotes positive and open relationships.

Recommendations from the previous inspection have largely been addressed. Consequently, staff plan effectively for children's learning and development, taking into account their different age range and abilities. The indoor environment is used flexibly, to enable children to explore freely. However, the outdoor area remains unused to its full potential. This minimises opportunities for children to extend their explorations outdoors.

The manager has since conducted a rigorous review of the risk assessment procedure, particularly in respect of incidents notified to Ofsted. As a result, details of risks, hazards and action taken to remove or minimise these, is clearly recorded. This ensures that children are cared for in a safe environment. The manager has successfully implemented a review of all policies, and conducts peer observations to monitor staff practice. This has resulted in significant improvements in the quality of care and learning provided.

All of the required records are appropriately maintained and regularly reviewed, for the safe and efficient management of the nursery. For example, the manager is currently updating all of the parental responsibility information on each child's written registration record, to secure their safety and well-being.

### **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

<b>Unique reference number</b>	255158
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	930919
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	103
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Hilary Walker
<b>Date of previous inspection</b>	27/01/2009
<b>Telephone number</b>	0121 556 6979

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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.

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