

# Wonderland Nursery

Harmondsworth Community Hall, School Road, West Drayton, Middlesex, UB7 0AU

<b>Inspection date</b>	10/10/2013
Previous inspection date	28/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 from their starting points and develop well towards the early learning goals.
- Adults understand children's needs very well, which results in children being comfortable and happy.
- Resources are wide ranging and stimulating, so the children are busy and engaged in their learning.
- The nursery maintains strong working partnerships with other agencies and with parents, which benefits the children's care and their learning.
- The manager leads a strong team who work well together in assessing children's needs, planning for next steps in learning and identifying the need for early interventions.

### It is not yet outstanding because

- Some of the transitions between play activities and routines are lengthy, so children wait with nothing to do.
- Older and more able children are not always stretched in their learning.

## 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 during activities and in free play, and the interactions between children and staff.
- The inspector held discussions with the manager and the nursery coordinator.
- The inspector sampled documentation, including policies and procedures, staff and children records, attendance registers and other required records.

## Inspector

Ileana Shirley-Smith

## Full Report

### Information about the setting

Wonderland Nursery Limited opened in 1992 and relocated to the current premises in 2005. The nursery operates from Harmondsworth Community Hall in West Drayton and serves children from the local community. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides care for children from three months to eight years of age and there are currently 34 children on roll in the early years age group. The nursery also provides out of school care. The nursery opens five days per week, all year round. Sessions are from 8am to 6pm and children attend a variety of sessions. There are nine members of staff who work directly with children in the nursery, all of whom hold relevant level 3 qualifications. One member of staff is working towards completing her degree in Early Childhood Studies and another member of staff is working toward the Foundation Degree. The provider takes a supernumerary role and the nursery also employs a cook and a cleaner. The nursery supports children with special educational needs and/or disabilities. The nursery is in receipt of funding for free early education for two, three and four year old children.

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

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

- enhance transitions between play activities and routines, so that children's learning and development opportunities are maximised
  
- further develop activities which promote children's use of numbers for counting and simple calculations.

### Inspection judgements

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

Children enjoy stimulating experiences and a wide range of activities in this nursery. The adults are enthusiastic and playful, joining in and helping children extend their games. This enables the children to make good progress towards early learning goals. Adults' interactions with each other and with the children offer positive role models. This encourages children to be friendly towards their peers and cooperate in activities.

Children develop their imagination and practise their problem solving skills as they play in the pretend opticians' shop. One child selects the materials she needs to make glasses for the adult who joins in her game. The adult promotes the children's learning by asking

open questions and by helping develop the game further. Together adult and child use the ruler to measure the width of the adults' face, so the child begins to learn about standard measurements.

Young children and children with additional needs make very good progress in this nursery. Adults have a very good understanding of young children's needs, which enables them to create an environment in which the children feel comfortable and happy. They regularly lead singing sessions in which children act out action rhymes and share picture books with them, while children cuddle up close. This enables children to relax and enjoy such sessions in which they practise communication and language skills.

Young children play with sound toys, creating musical patterns and learn about varied textures by feeling them. For example, some children explore the unexpected properties of cornflour mixed with water in an open tray, while others experiment with building blocks and miniature animals.

Adults and children discuss what happens in stories and invite children to make up their own stories. One child makes up a story as she plays with miniature ponies and dolls house people, pretending the dolls go riding and then on to have dinner. Later on, the girl uses a small note book in which she pretends she 'writes' the story, making up a small book. This shows children are becoming confident to communicate their imaginary thoughts and are actively developing their early writing skills.

Children identify their names on laminated cards which they use during the day, in various activities. They learn to identify letters and letter sounds in regular games organised by adults. For example, two children point out their initials on the computer keyboard. This shows that children are acquiring the skills they need for their future learning at school.

Children recognise number labels displayed on toys by adults and learn to order numbers to ten. Some older children have advanced counting skills for their age, but staff provide fewer opportunities to extend this, for example, by using simple calculations in their games.

Each child is assigned a key person who takes the responsibility to observe and make notes of each child's individual learning and development needs and learning styles. Key persons use this information to plan specific activities which promote further learning and which children enjoy. They make accurate assessments of children's progress and compile children's profile folders, which they regularly share with parents. Parents are encouraged and welcome to contribute to the planning of activities, by exchanging information with the staff about children's interests at home. This ensures continuity in children's learning, which contributes to their sustained progress.

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

Children form secure attachments with their key persons, which makes them feel safe and protected within the nursery. Adults maintain collaborative and friendly relationships

among themselves and towards the children. They give clear guidance of acceptable behaviour to children. Adults help children remember what is expected of them by organising visual representations of behaviour rules, which they have established together with the children.

Children participate in tidying up after play sessions and learn to collaborate with each other and with the adults. As they arrive in the mornings, the children help prepare their own water drinking bottles by selecting their name badge out of a tray. This is a good way to link the practise of basic literacy skills to every day routines, helping children to learn to read their names. By participating in the setting out of resources and the tidying up, children learn to take responsibilities at an early age.

The nursery staff prioritise children's safety at all times. The daily outings to the nearby open space are extremely well organised and children learn about road safety, as they cross on a small pedestrian zebra crossing and hold hands with adults. The indoor environment is uncluttered with well organised play areas, which allows children to be independent at selecting activities and resources in their play.

Children lead a healthy life style while attending the nursery. They have plenty of fresh air as they are regularly accompanied to a small park, which is adjacent to the nursery. Children exercise their muscles and improve their physical coordination as they ride tricycles and play tennis. They practise their climbing and jumping skills on structures prepared by the adults, enjoying the competition of who will jump further.

Children eat fruits at snack time and enjoy freshly cooked meals prepared on the premises for lunch. They are independent as they serve their own food from a central dish. In the afternoons, children can choose to have a have a sleep on mats, while others continue their play in a separate area.

Children's moves between the different age group rooms and to other early years settings are carefully planned and effective. This helps children adapt gently to new surroundings, peers and adults, and feel comfortable with them. However, children's transitions between play activities and daily routines are not yet fully resolved. Although children behave extremely well and wait patiently, these change overs are not always organised well which means at times, children are waiting around rather than actively learning.

Adults organise a stimulating learning environment where children learn about the diversity of life. For example, children look after the nursery terrapin, taking turns in feeding him daily. Their study of the terrapin includes talking with staff about its life and making observational drawings of its shape. These activities positively promote children's understanding of the world.

Children are independent and confident in this nursery and acquire useful skills and knowledge. They are well prepared for the next stage in their lives and learning.

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

**provision**

The inspection took place following an incident reported to Ofsted relating to aspects of safeguarding children's welfare, particularly relating to the behaviour of staff when caring for children. The inspection found the incident did take place and the nursery followed the appropriate reporting procedures within the required timescales. For example, the management suspended the member of staff during the investigation of the incident and notified Ofsted. Following the incident, the behaviour management policy has been reviewed and is being carefully implemented, including the handling of children aspect. In addition, staff deployment in the outside area has been improved to ensure children are kept safe. The inspection found that the nursery is complying with all the legal requirements to safeguard children's welfare effectively and no further action was required.

The manager oversees all educational programmes offered children in this nursery. She supports her staff in carrying out regular observations of children and plan activities that children enjoy and which promote further learning. Accurate assessments of children's progress in learning enables staff to identify early if children need additional support. Activities and experiences planned address specific learning and development needs of all children.

The manager and the staff team make children's safety a priority. All members of staff are checked for their suitability to work with children before they are employed in the nursery, following safe recruitment processes. The staff have secure knowledge of child protection issues so that children are well protected from any possible harm. The nursery has controlled entries and exits and staff carry out rigorous assessments to minimise the risk of accidents.

The manager and the staff team regularly meet to discuss plans for further improvements. Both staff and parents are encouraged to contribute with new ideas or adjustments to the running of the nursery, so that it is beneficial to children. The main item for improvement the nursery is focusing on at present is the try to obtain and outdoor play space for the children to which they can have direct access. The manager and the staff team are ambitious to raise the quality of provision further and are supported in this by an active nursery coordinator and a committed director.

The manager and the directors encourage staff to continue to upgrade their knowledge and skills by attending professional training courses and by upgrading their qualifications. The managers use regular staff meetings for in-house training, supporting staff to maintain an up-to-date knowledge of the latest curriculum guidance. They also use an effective system to monitor staff's performance.

The managers and staff are pro-active in engaging parents in their children's education. The partnerships with parents, and with a wide range of external agencies, work exceptionally well. Children with specific needs receive effective early interventions, which helps children make good progress. The close collaboration with parents and local schools benefits all the children, allowing for continuity in their learning. Children have good

chances to progress well and acquire skills and knowledge for later stages in their life.

### **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>	EY304838
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	937125
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Wonderland Nursery Limited
<b>Date of previous inspection</b>	28/10/2008
<b>Telephone number</b>	0208 759 1491

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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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