

# Alice's Wonderland Nursery

Alice's Wonderland Nursery Ltd, Carmel Hall Community Centre, Morland gardens, London, NW10 8EA

## Inspection date

05/11/2013

Previous inspection date

01/06/2011

## 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

- Staff have a solid understanding of The Early Years Foundation Stage and use this knowledge to provide children with a wide range of interesting and relevant activities.
- Staff support children's play and explorations sensitively, which means that children are able to express their own ideas using their imaginative skills.
- Staff promote children's communication and language development well as they use good questioning techniques. Therefore, children are confident communicators.
- Partnerships with parents work well to promote continuity of children's care routines, and their learning and development between home and the nursery.
- Staff work well to help all children, including boys, to achieve in their learning and development through an interesting range of outdoor activities.

### It is not yet outstanding because

- Group activities for the youngest children are not always consistently managed to enhance children's experiences.

## **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 indoor with staff.
- The inspector spoke to the registered person, manager, staff and children.
- The inspector sampled a range of documentation, including risk assessments, parental permission for outings and staff's suitability to be working with children.
- The inspector completed a joint observation with the manager.
- The inspector sampled children's observations, learning journal and planning documentation.

## **Inspector**

Sue Mann

## Full report

### Information about the setting

Alice's Wonderland Nursery registered in 2007. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and 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.

It opens each weekday from 8am to 6pm all year round except for Christmas and bank holidays. There are currently 74 children on roll within the early year's age range. 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 19 members of staff, 12 all of whom hold appropriate early years qualifications to at least level 3.

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

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

- enhance the stimulating and exciting environment further by managing group opportunities for the youngest children consistently.

## Inspection judgements

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

Staff show a secure understanding of The Early Years Foundation Stage. This means that they are able to plan a range of exciting, stimulating activities and experiences for all children. Staff take time at the beginning of each new care arrangement to find out what children can do and their likes and dislikes. Staff observe children regularly to find out what children's interests are, which helps the staff to plan activities and experiences to promote children's learning and development. Parents have opportunities to put forward any suggestions for children's learning around a specific topic, such as transport. This helps staff to plan a wide range of activities, which cover all seven areas of learning and development. Consequently, children make good progress in relation to their starting points. Parents are involved in their children's learning and development throughout their time at the nursery. Daily verbal feedback between parents and their child's key person means that parents are able to comment on what they have seen their child do at home. Staff offer suggestions as to how parents can support their children's learning and development at home. This works to promote continuity of their learning and development between home and the nursery. Consequently, children make good progress in relation to their starting points and are ready for the next stage in their learning.

The educational programmes work well to promote children's learning and development.

Staff move freely around the room supporting children as they play. They join in children's play sensitively, using good questioning techniques to help children extend their ideas and make connections between different parts of their life experiences. For example, staff have made good use of an old washing machine, which has broken, by placing it in the role-play area. Children use their imaginative skills to 'wash' the dirty items. Staff extend this well, by suggesting to children that they select the correct wash programme on the dial. Children search for 'washing powder' before telling staff they need to put the powder in the machine to clean the clothes. This helps children to make connections between what they see their parents doing and their imaginative play. Some of the staff have had training in 'raising the achievements of boys', which has helped staff to focus on using the outdoor play area and the local amenities to help boys to achieve their learning outcomes. For example, staff have taken the children outside to learn to build tents and used contacts in the transport industry to enable children to ride in driver's cab of a train. Staff have used these activities to build on the children's experiences once back in the nursery. For example, having the tents up indoors for role-play, which means that children can use their imaginative skills and pretend to go camping. This supportive approach, along with the enthusiasm of the staff means that all children including boys are making consistent progress in relation to their starting points.

Children enjoy selecting what they would like to play with from the wide range of easily accessible resources around the room. The staff have created areas within the room, which means that children can move and combine them as they wish. Children make good use of a range of tools, to help 'fix' various resources around the room. Staff support this further by using the correct names of the tools and demonstrating how to use them. Consequently, children enjoy being their favourite builder and set off to 'fix it'. Children have many opportunities to look at books or listen to stories read to them by staff. A cosy book area is created in the main room, which provides children with a range of factual and fiction books. Children go off into the book area with their friends, which helps to develop a love of books and the opportunity to share quiet times with friends or staff. There is a good range of books for the youngest children to look at and share with their key person. However, sometimes, routines for the youngest children are not consistently implemented. For example, staff sit the children in captain's chairs around a table to read them a story. This does not fully promote the social and emotional aspects of listening to stories, as children are not near enough the book to fully see the pictures or be able to enjoy a cuddle with their key person.

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

Staff nurture children's well-being through effective provision for personal, social and emotional development. Therefore, children are happy and enjoy close relationships with their key person. Time spent at the start of each care arrangement enables staff to find out about individual children's care routines and their likes and dislikes. Parents stay with their children as they settle in the nursery, which helps children to explore their new surroundings from the security of their parents. Consequently, children settle in easily and are ready to learn through play.

Staff support children to develop a good understanding of the importance of leading healthy lifestyles. Children enjoy a range of freshly prepared home cooked meals which are balanced, nutritious and healthy. Children enjoy tucking into hot meals such as fish cakes and mashed potato and snacks, which provide children with fresh fruit and vegetables. Older children are able to develop their physical skills and learn to become independent as they serve themselves their meals and scrap their plates after finishing. This helps children to learn how to manage their own plates and food when they move into school. The younger children sit in appropriate size chairs at a low-level table, which means that they are able to learn how to feed themselves and enjoy the social aspect of eating with their friends.

Children have daily opportunities to enjoy fresh air and physical exercise in the nursery's garden. In addition, the large space in the hall means that when the weather is poor, the staff can clear the furniture to the sides and allow the children to run about and 'let off steam'. The children enjoy regular outings to local amenities. These trips support children's learning and development and are planned as learning opportunities. For example, children go to local shops to purchase hair bands, that they can use to pretend to style the dolls hair in the 'hair dressers' role-play area.

Staff have worked hard to form links with local schools. However, despite the efforts by the manager, this has not been as successful as she hoped. Therefore, children are unable to meet their teachers prior to starting school. However, the manager has information sharing systems in place, as the nursery staff complete reports on every child, which are sent to the schools. This enables teachers to see what their new children can do and helps to promote continuity of children's learning and development. Staff have links with professionals, such as speech and language therapists, which helps to provide support and guidance for the staff. Consequently, all children make consistent progress in relation to their starting points.

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

The management show a clear understanding of their roles and responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have regular safeguarding training, which is refreshed during staff meetings. This means that staff know what to do should they have any concerns about children in their care. Staff ensure that the nursery is safe for the children who attend, by carrying out risk assessments and daily visual checks of the indoors and outside learning environments. Staff make good use of the local amenities, to extend children's learning and development. Staff plan trips to local landmarks, such as the temple or the shops to develop children's understanding of cultural celebrations, such as Diwali, or to allow them to use money to make relevant purchases for the nursery. For example, staff take children shopping to enable them to buy hair bands for the 'hairstylist' role-play. This helps to develop children's understanding of the value of money. Staff ensure that all relevant permissions and risk assessments are carried out prior to the staff taking the children out of the nursery. All accident and injury records are appropriately completed and parents

informed of any accidents or injuries their children have had during the day. The manager and provider demonstrates a secure understanding of when they should call the regulator and report any accidents or injuries children have that are significant. Consequently, staff take all the necessary steps to ensure that children are cared for in a safe environment.

The manager carries out regular checks on children's learning journals. This helps to ensure that all staff are able to observe, assess and plan for each child according to their individual stages of learning and development. Consequently, all children are able to make good progress towards the next stage of their learning or the move to school.

The management team have robust and rigorous systems in place to ensure that all staff complete the necessary checks to ensure that they are suitable to be working with children. Staff complete thorough induction procedures to ensure that they are fully aware of the nursery's policies and procedures and know the roles and responsibilities associated with their jobs. The manager completes regular supervisions and appraisals of the staff. This means that staff are able to discuss any concerns they have about their roles or request additional training they feel may support their professional development. Consequently, staff are highly motivated, clearly enjoying their jobs and use every opportunity to extend children's learning.

The management seeks the views of staff, parents and children in order to evaluate the nursery. Staff observe and talk to the children to find out what they like, which helps to identify any areas of the educational programmes, which could be improved. Current plans for improvement are to continue to focus on raising boys achievements in their learning and development, and enhancing children's access to technology. This helps the manager and staff to maintain the continuous improvement of the nursery and provision for children.

Partnerships with parents are positive and support children's learning and development well. Parents have many opportunities to see their children's learning journal's, through parent meetings. This helps parents to support their children's learning and development at home, which supports all children to make good progress towards the early learning goals and the next stages in their learning. Wider partnerships with other professionals, work well to support children with special educational needs and/or disabilities. This enables staff to access support and guidance to help promote children's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY348089
<b>Local authority</b>	Brent
<b>Inspection number</b>	923816
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	62
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Alice's Wonderland Nursery Ltd
<b>Date of previous inspection</b>	01/06/2011
<b>Telephone number</b>	0208 965 9531

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

