

Wonder Years Day Nursery and Holiday Club

807 Foleshill Road, Coventry, West Midlands, CV6 5HS

Inspection date	13/12/2013
Previous inspection date	12/12/2008

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 because staff observe, assess and plan for individual learning effectively to ensure that children are consistently challenged to reach the next stage in their development.
- Children who speak English as an additional language and children with special educational needs and/or disabilities are supported well by staff who work effectively with external agencies or services to ensure each child gets the support he or she needs.
- Children's communication and language development is promoted well by staff. When talking with children, staff ask open-ended questions, encourage them to think and give children plenty of time to respond.
- Children's social and emotional needs are well met by staff. Relationships are very good and children are happy and settled.

It is not yet outstanding because

- Children aged two to three years are not always fully supported in developing skills effectively with use of tools; with specific reference to their use of scissors.
- Sensory experiences for children aged under two years are not fully maximised because they do not squeeze, mould and make marks in media, such as dough.

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 playrooms and in the outdoor learning environment.
- The inspector held meetings with the provider and the manager of the provision and spoke to staff and children.
- The inspector conducted a joint observation with the manager
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full report

Information about the setting

Wonder Years Day Nursery and Holiday Club was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision operates from a large converted building in the Foleshill area of Coventry. Operational times are Monday to Friday from 7.45am to 6pm for 51 weeks of the year. Children attend for a variety of sessions.

There are currently 135 children in the early years age group on roll. A holiday club for school age children operates during school holidays. The nursery provides funded early education places for two-, three-, and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 31 members of staff who work directly with the children. Of these, 24 hold appropriate early years qualifications ranging from level 2 to level 4. There are seven staff working towards early years qualifications at level 2 and a staff member with a level 3 qualification is working towards level 5.

What the setting needs to do to improve further

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

- teach consistently children aged two to three years the skills they need to use equipment effectively and safely and give them more opportunities to practise them; with specific reference to developing skills with use of scissors
- extend the sensory experiences of children aged under two years by providing more opportunities for them to squeeze and make marks in media, such as dough.

Inspection judgements

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

Children make good progress. Staff ensure that they challenge each child effectively to reach the next steps in their learning because planning for learning is tailored to individual needs. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported extremely well. Key persons work effectively in partnership with parents and other professionals to ensure that each child makes as much progress as they can. Communication with parents is effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued and there are regular opportunities to share information and

plan for children's learning in nursery and at home. Staff support children well, so that they develop skills in readiness for nursery class and school. They are aware of the requirement to provide parents with a progress check at age two years and complete these when necessary.

Children choose from a good variety of resources in all playrooms. These are safe and meet children's development needs well. Resources for babies and children aged up to two years promote their sensory experiences effectively. They explore everyday objects, different fabrics, books that contain different textures and interactive press-button toys that make different sounds. They explore the texture of paint, glue, shaving foam and dry textures, for example, breakfast cereals. However, children under two years do not currently explore a full variety of different media. They are not provided with resources, such as dough, that they can squeeze and mould and make marks in. Staff organise space well to ensure that babies have plenty of free space to move around in when they begin to crawl and walk. They are able to pull themselves to standing as they hold onto low-level furniture and soft play equipment. Babies explore their voices as they 'babble' and staff interpret their needs effectively when they express different emotions through their voices and facial expressions. They 'bop' to music and enjoy joining in with the actions to favourite songs.

Children aged between two and three years confidently make decisions about what they would like to play with. Choices include home corner and small world toys, books, construction toys and jigsaw puzzles. Children communicate confidently with staff and staff promote children's language development well. They make sure that they listen to what children have to say and when they ask questions, these are open-ended and children are given time to think before staff expect them to respond. Children are keen to be involved in a planned activity that involves talking about what they would like for Christmas and then finding pictures that have been cut out from toy catalogues. Children are then asked to create a collage with pictures of their favourite toys. They are invited to look through the catalogues for themselves to find toys, however, they are not then invited to cut out their chosen pictures. Staff explain that children are developing skills with use of scissors at other times; consequently, an opportunity for them to practise these skills is missed during this activity. Children who are keen to be involved in the activity sit at the same table and patiently wait for a turn. They are encouraged to use pencil crayons to draw and to colour-in and they are able to do, so using a thumb and two finger grip competently. Staff continually encourage children to count and name shapes and colours as they support play activities.

Pre-school children speak clearly and listen to others when they sit together in a large group at the beginning of the afternoon play session. Name cards are used for self-registration and children's knowledge of letter sounds is promoted well by staff. They talk about the librarian who visited that morning and they decide on a story that they would like a staff member to read to them. Children are excited when the staff member suggests that they act out the story. Pencil control is developing well and children are encouraged to collect their name card at anytime, so that they can copy it and label their own pictures. Children's awareness of diversity is promoted well by staff. They learn about different traditions, customs and beliefs, a good variety of resources reflect positive images and

they explore the local community. For example, a trip to local shops was recently organised, so that children could buy ingredients to make chapattis.

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

Children are supported well in the transition from home to the nursery setting in a manner sensitive to their different needs and those of parents. They are settled, happy and confident. Children's personal, social and emotional development is given a high priority by staff. Consequently, the relationship between each child, their key person and other members of the staff team is very good. A 'buddy' staff member is assigned to each key person to ensure continuity for children. Staff encourage children to play cooperatively with others, share and take turns. Children behave well and behaviour is consistently managed by staff with use of positive reinforcement, in order to boost children's self-esteem. Children are well prepared for the next stage of their learning and transitions to other settings and school. For example, transition within the nursery is organised well to ensure that children's emotional security is given full consideration. Good organisation of resources encourages children's independence as they are able to choose and easily select resources for themselves.

Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals. The nursery environment is safe, warm and welcoming and children learn how to keep themselves safe. For example, they learn how to cross the road safely when on walking trips and they regularly practise the fire drill. Children's well-being is addressed well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development is fostered effectively. They enjoy activities equally in playrooms and in the outdoor play area, which is used effectively to promote children's good health and learning throughout the year. Children are encouraged to be physically active. They understand and adopt healthy habits, such as good hygiene practices and they learn to manage their own self-care needs. Staff ensure that steps taken to promote children's good health and well-being are effective, including those to prevent the spread of infection and those taken when children are ill or had an accident. Mealtimes are treated as social occasions and food is healthy and nutritious. Children demonstrate good skills as they serve their own meal and feed themselves.

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

Staff ensure that children's health and safety is protected well. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. Staff assess and minimise risks successfully and strong systems are in place to protect children from abuse. Procedures for recruitment, selection and induction are good and vetting procedures for staff are thorough. The provider and manager make sure that all staff are aware of their responsibilities to safeguard children. Parents are aware of the safeguarding policy and the Coventry Safeguarding Children Board procedures. The provider ensures that her own and staff members' safeguarding knowledge is kept up to date. She is aware of significant events that must be reported to Ofsted. Good health and hygiene procedures

within the nursery are addressed well.

The provider, manager and staff use their experience and skills effectively to ensure that the service provided for parents and children is reviewed and improved. The educational programmes are successfully monitored, in order to ensure children's care and learning needs are addressed well. Staff are successful in ensuring that children make good progress in relation to their starting points. The current priority for improvement is to complete building work that will add two more playrooms to the nursery. The organisation of the garden is being reviewed and large outdoor play equipment for children's physical development is being improved. Processes for staff supervision, performance management, training and ongoing professional development are good. The provider welcomes advice and support offered by local authority development workers and the nursery is linked to a quality assurance scheme. The choice of resources is good and books and toys meet children's needs at their different stages of development well.

The partnership with parents is strong because communication between staff and parents is good. They work well together to meet children's different needs. Children do not currently attend any other early years provision but staff have experience of linking with other early years providers to ensure a cohesive approach to each child's care and learning. Links with other professionals are strong, in order to ensure that children are supported well, so that they make best progress. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. Required documentation is kept up to date and in good order.

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	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

Unique reference number	EY279540
Local authority	Coventry
Inspection number	942364
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	142
Number of children on roll	135
Name of provider	Wonder Years Nursery & Holiday Club Ltd
Date of previous inspection	12/12/2008
Telephone number	024 7668 8111

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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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