

Wonderland Nursery

The Old School, Gundry Lane, Bridport, Dorset, DT6 3RL

Inspection date	04/06/2014
Previous inspection date	04/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 enjoy their time at the nursery where they learn through play and exploration.
- Staff know the children well as individuals and plan a broad range of activities according to children's interests and development needs.
- Staff use a clear assessment system to help them promote children's good progress.
- Staff help prepare children well for new situations, in particular, starting school.
- Effective partnerships with parents and other professionals enable staff to meet children's individual needs well.

It is not yet outstanding because

- Staff are not always consistent in encouraging children's speech, occasionally using shortened versions of the correct words.
- The organisation of books does not always make them appealing to younger children to encourage them to select independently.

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's activities in the nursery room, pre-school room and outside.
- The inspector spoke with staff and children, and interviewed the manager.
- The inspector offered a joint observation.
- The inspector sampled documentation, which included policies and children's progress records.
- The inspector took account of parents' views, obtained in person.

Inspector

Brenda Flewitt

Full report

Information about the setting

Wonderland Day Nursery registered in 1992. It is privately owned and operates from a converted school building, situated near the centre of the town of Bridport in West Dorset. The accommodation consists of a nursery room for children aged under three years and a pre-school room for those aged three to five years, each with their own kitchen and toilet areas. There are enclosed areas available for outside play. The nursery is accessed via a small flight of steps. The nursery is open throughout the year between 8am and 5.30pm from Monday to Friday. Before and after school care is offered for children who have previously attended the nursery.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 110 children on roll of whom 91 are in the early years age group. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery staff support children with special educational needs and/or disabilities, and children who learn English as an additional language.

There is a team of 11 staff who work with the children, eight of whom hold, or are working towards an early years qualification at level 3. The manager of the nursery is studying towards an early years foundation degree.

What the setting needs to do to improve further

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

- maximise opportunities to further support children's language skills by always using the correct version of words

- review the storage arrangements for books for the younger children to enable them to select more easily.

Inspection judgements

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

Children are happy and settled at the nursery. Staff provide a welcoming and stimulating environment, where they encourage children to learn through play and exploration. Children are keen to be involved in a good balance of adult-led and self-chosen activities. Staff arrange the rooms well to promote all areas of learning and to meet children's needs. There is a good range of play equipment and resources. Overall, staff store these thoughtfully to enable children to make their own choices to extend their own play and

learning. However, the books in the nursery room are piled in a container, which means that young children can only see the few at the top. Therefore, younger children are not always encouraged to select independently to further promote their interest in books and stories.

Overall, staff promote children's language skills well. They talk with children as they join in their activities, describing what they are doing, naming people and actions. Staff introduce new words into the dialogue, which extends children's understanding and use of words. For example, during role play with pretend phones, a member of staff talks about the 'signal' and 'connection'. However, occasionally, staff use simplified words when talking to younger children. For example, they say 'ta' rather than thank you, when encouraging children's good manners. Therefore, children are not always learning the correct words to develop their vocabulary. Staff help children learn about initial sounds through planned activities and daily routines. For example, a member of staff sounds out initial sounds, which give children a clue as to which letter they are looking for on alphabet mats. Staff encourage children to recognise their written name as they find their label when they arrive. Young children start by being familiar with their photograph and older children increase their reading skills as they learn to identify the word alone.

Staff teach children about numbers and counting through play and everyday activities. From a young age children enjoy number songs and rhymes. Staff encourage children to count familiar items, such as building blocks or pieces of fruit on their plate at snack time. Staff provide a range of materials for children to explore and investigate. Transferring sand and water between various containers helps children learn about measure and capacity. All this encourages children's curiosity and understanding of mathematics. Staff plan outings to a nearby allotment for children to take part in planting and nurturing fruit and vegetables. Therefore, children learn about changes in nature, and how to care for living things. Staff provide various electronic equipment that children can use independently. For example, they have asked parents to record stories in their home languages. This enables children to listen to a range of languages as well as developing skills in using modern technology.

Staff use a clear assessment system that includes dated photographs, observations and samples of children's artwork. They use this information effectively to plot children's stage of development and plan their next steps. Staff have a good understanding of their responsibility to complete the required progress check for two-year-old children. Staff value information from parents about children's achievements at home to use in their assessments. They have introduced home-learning bags, which give parents ideas for extending their children's learning. Pre-school children take turns to take Buster, a soft toy, home with them to encourage the activities. Parents record the visit in a diary, and staff encourage children to talk about the experience in a group with their friends. This helps to promote children's confidence and communication skills that will benefit them as they move on to school.

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

Staff provide a welcoming and friendly environment, where children build good relationships and settle quickly. The key-person system is effective and results in staff knowing the children well as individuals. Staff request information from parents about children's interests, preferences and activities at home. This enables them to respect home routines and provide resources and activities that motivate children to learn through play. Therefore, children feel secure and the move between home and the nursery is smooth. Staff promote children's sense of belonging well as they display photographs and children's artwork in the nursery. Children enjoy contributing to their progress records and like to reflect on activities as they look through their individual files.

Staff implement familiar routines and provide clear explanations so that children know what they expect from them. Staff present as good role models as they show equal respect for everyone. They teach children about taking turns, sharing equipment, and being polite. All this contributes to children behaving well. Staff regularly praise children for their efforts and achievements, which helps boost their confidence and self-esteem. They have introduced a wow cloud where children are proud to display a written record when they notice another child's kindness. Staff help children cope with new situations, such as starting school or moving house, through discussion, role play and stories. This all helps children to understand about feelings and emotions.

Staff promote children's healthy lifestyles well. Children practise good routines for personal hygiene and develop increasing independence as they use toilet and hand washing facilities unaided. Staff encourage children to manage their own outdoor clothing from a young age. For example, a member of staff helps a two-year-old take off their shoes by explaining the way to release the fastenings. Older children confidently put on coats and boots when they choose to play outside. Staff enable children to choose from healthy options at meal times, which includes fresh fruit and vegetables. They teach children skills for preparing and eating food, supplying appropriate tools and equipment. For example, children develop independence in pouring drinks and cutting pieces of fruit. Staff extend children's understanding of the importance of healthy eating through discussion and planning activities such as growing their own fruit and vegetables. Staff provide daily opportunities for children to have fresh air and exercise. They take children to a local park to offer challenge for children that are more able by using large apparatus in order to promote their physical development.

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

The staff work well together as a team to ensure that the setting operates smoothly on a day-to-day basis. They have a good understanding of their responsibilities in meeting the welfare, safeguarding and learning and development requirements. Staff implement clear policies and procedures that promote children's welfare and safety. Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and knowing the procedures to follow. They keep their knowledge up to date through regular training. Clear recruitment procedures mean that staff are checked for their suitability to work with children. Staff complete risk

assessments and daily checks so that they provide a safe environment for children to play. Effective staff deployment means that children are well supervised, in order to keep them safe and support their learning.

Staff promote positive partnerships with parents. They provide useful information about the nursery by way of written policies, a wealth of displays, regular newsletters and a website. Key persons make themselves available to exchange information on a daily basis through conversation. They use written diaries effectively to enhance communication with parents and practitioners, when children also attend additional early years settings. This helps staff to meet children's individual needs well. Parents say that their children are happy at the nursery and that staff know them well as individuals. Parents find staff approachable and they report that their children make good progress, particularly in confidence and gaining language skills. Staff communicate effectively with other professionals, which enables them to support all children well, including those with specific needs.

Staff have worked hard to make improvements since the last inspection. They have successfully addressed the recommendations that were set. This has improved aspects of children's health and developed clear systems for staff to promote children's progress in their learning. There are good methods for monitoring staff effectiveness. Regular observation of staff practice by the manager, supervision and appraisals help identify any training needs. Self-evaluation includes views of staff, parents and children and leads to clear targets for development and continuous improvement. For example, staff asked pre-school children to indicate which areas of the room they liked or did not like by using happy or sad stickers. This resulted in an improvement in the lunchtime routine, enabling children to be more independent and take responsibility for their choices. Staff have identified the benefit of children having pictures of familiar people, places and objects to initiate conversation. They have asked parents to provide family photographs to use in the nursery in order to further promote children's sense of belonging and communication skills.

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	139373
Local authority	Dorset
Inspection number	843054
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	41
Number of children on roll	110
Name of provider	Jill McClimonds
Date of previous inspection	04/03/2009
Telephone number	01308 421731

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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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