

Wonderland Day Nursery

Wonderland, 70a Waterloo Road, Ashton-on-Ribble, PRESTON, PR2 1EN

Inspection date	15/08/2014
Previous inspection date	26/11/2009

The quality and standards of the early years provision	This inspection:	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

- The quality of teaching is good because all staff have a thorough understanding of how children learn and develop. Staff make good use of their accurate assessments of children in order to plan relevant activities that support them in making good progress in their learning.
- Staff are very confident in their understanding of safeguarding procedures. They fully understand how to report any concerns and ensure that children learn about safe practices during play and routines.
- The key-person system is well established to support children with settling in sensitively and forming firm friendships, thereby promoting their emotional security.
- Strong partnerships with parents and carers ensure that children receive good consistent care in a nursery that welcomes and actively encourages their involvement in their children's care and learning

It is not yet outstanding because

- Opportunities for children to develop their literacy and numeracy skills outdoors are not as effective as indoors, as there are fewer resources to promote the regular and purposeful use of letters, signs and symbols.

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 had a tour of the setting.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies
- The inspector checked evidence of suitability and qualification of practitioners working with children, and the provider's self-evaluation.
- The inspector spoke to the manager, staff and children at convenient times throughout the inspection.
- The inspector carried out a joint observation with the manager in the pre-school room.
- The inspector took account of the views of parents spoken to on the day of inspection and from information included in the nursery's parent evaluation document.

Inspector

Jeanette Brookfield

Full report

Information about the setting

The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above, including one with an Early Years Degree. The nursery opens Monday to Friday, from 7.30am until 6pm, for 51 weeks a year, with the exception of public holidays. Children attend for a variety of sessions. The nursery also offers a wrap around service and holiday club for children attending local schools. There are currently 43 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the outdoor area further to offer children a rich number and text environment, in order to develop a greater awareness of numbers and words.

Inspection judgements

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

Children are warmly welcomed into this bright and very friendly nursery, where their individual learning and development needs are well met. Staff have a very good understanding of how young children learn, they observe them regularly and use this information successfully to plan stimulating and imaginative experiences, both in the indoor and outdoor environments. As a result, children make good progress during the time they spend at the nursery. Staff discuss observations made of children, as they play, and agree on the stages of learning and development shown through the activity. This ensures regular and accurate assessments are gathered and provides support for staff. Each area of learning and development is implemented through planned, purposeful play and through a mix of child-initiated and adult-led activity. For example, toddlers explore the concepts of colour and use the language of size when staff encourage them to look for and find a range of small cloth bugs and shapes during the 'Chatterbox' game. They use words, such as 'big' and 'little', and enjoy finding the 'green' caterpillar or 'orange' star. Staff make excellent use of advice from external agencies and services, such as speech and language therapy. They feed information received into planning effectively. This means that children with special educational needs and/or disabilities are well supported to make progress, based on their individual starting points.

The quality of teaching is consistently good. Staff sit alongside children as they play, helping them as needed to do what they are trying to do, without taking over or directing. They ensure children have uninterrupted time to play and explore. This enables children to become engrossed in their play and maintain focus on their activity for a period of time. Young babies form close attachments with key staff who know and understand them well. Staff use lively voices and model words when interacting with babies, as they play with a good range of sensory resources. Children develop good communication skills. Staff foster their listening and attention, especially during group discussions and story times. They use props and pictures to help capture children's attention and aid their understanding. During group discussion in pre-school, staff encourage children to describe, recall and answer questions which are posed by them. They communicate well with parents of children who speak English as an additional language. For example, they talk to parents about how much English is spoken at home. They also find out key words in children's home language to support children in the nursery. Children are showing interest in numerals and shapes, which are displayed in their environment. They have regular opportunities to learn about numbers. For example, children count how many petals they have on their play dough flower, and enjoy number songs and rhymes where they develop an understanding of simple addition. Indoors, staff provide a good range of writing tools to encourage children to practise their mark-making skills, as the environment is rich in print and number signs. However, this is not extended to the outdoor environment, to further strengthen children's growing literacy and numeracy skills. Children like to look at books, happily exploring them on their own or with others. They listen with interest to stories read by staff. Children grow in their ability for sustained thought because staff support them to think of solutions for themselves. For example, staff provide large tweezers and spoons for children to use to pick up play dough shapes. They encourage children to experiment and use their own trial and error, to work out whether using the tweezers, or both, is more successful to help them move their shapes.

Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, they enjoy the sensory experience of exploring paint, fit together pieces of train track and handle construction materials safely and with increasing control. In the outdoor environment, children jump in and out of large tyres, climb confidently on a climbing frame, ride bikes and shake the coloured parachute. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school. Staff make very good use of information gathered from parents to support children to make progress in their learning and development. Detailed learning journal files are created for each child and show examples of their work, observations and photographs. This information is linked to the areas of learning and is tracked over time to demonstrate progress. Views and information gathered from parents about children's learning at home enable a clear picture of the child to be developed. This supports their learning and development very well.

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

Children are happy and settled because their move into the nursery is managed very well. The key-person system is implemented successfully, to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and

development and build positive relationships with parents. Children moving rooms within the nursery visit their new room for short periods prior to the move. This helps them to gradually become familiar with changes in staff, routines and the environment. Staff effectively support older children moving on to school by talking to them about what to expect and introducing more activities that teach them to sit, listen and take turns in their play. As a result, children build secure relationships with staff, coming into nursery happy and eager to learn. Children's starting points and other significant information is gathered from parents when children first start at nursery. This helps staff to make an initial assessment of children's capabilities, likes and dislikes and contributes towards their shaping of provision to meet individual needs.

The nursery is well organised to develop children's independence. They are able to easily and safely select all resources for themselves and make choices about where, and with what, they wish to play. The nursery ensures every child is respected and their individual needs are met in accordance with their backgrounds and beliefs. For example, notices are displayed in English as well as the home languages of children. Children's behaviour is managed well through clear and consistent behaviour management strategies. As a result, children's behaviour is very good. Children flourish as praise clearly endorses their achievements, celebrates their success and builds their self-esteem and confidence. Children develop a good understanding of the importance of staying safe and having a healthy lifestyle. For example, menus are varied and provide babies and children with a good balance of healthy options and different tastes, which accommodate their dietary needs. Children are energetic and inspired by enthusiastic practitioners as they join in the 'Wake and shake' activity in the morning and after lunchtime. They jump, clap and dance as they wave their arms and move their bodies to the music. Children have daily opportunities to expend energy in the outdoor play area. They develop large motor skills and develop their balancing skills as they learn to ride bikes and scooters. They confidently climb up the activity centre and crawl across tyres. This fosters children's physical development and ensures that they have plenty of fresh air.

Staff are attentive in promoting good hygiene, as a matter of course, in their daily routines. Good hand washing and nappy changing procedures are followed and staff ensure that efficient hygiene practices, combined with appropriate risk assessments, keep children safe and healthy. Staff supervise children well, while enabling them to explore and manage risks. Children act sensibly and safely because staff regularly provide them with clear safety messages. For example, staff remind pre-school children about the need to walk sensibly down the stairs holding onto the bannister and these safety messages are reinforced and practised on a regular basis. Children and staff are also prepared for emergency situations through regular practise evacuations. As a result, children are developing very good levels of understanding, confidence and self-esteem. These opportunities support children to develop skills for the future and learn how to keep themselves safe from harm.

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

Children are effectively safeguarded in nursery. This is because staff demonstrate their very good knowledge of the local safeguarding procedures and are confident about the action to take if they are concerned about a child's welfare. All staff undertake safeguarding training to enhance their knowledge and skills and to understand their designated role. A clear safeguarding policy and procedure is in place and this underpins their good practice. Secure recruitment and induction procedures are implemented, along with regular checks to ascertain staff's ongoing suitability. Regular risk assessments cover all areas of the building, including all outings, with staff carrying out daily checks that encourage children to become aware of possible hazards and ways in which they can keep themselves safe. Robust systems are in place to ensure staff are deployed effectively at all times, to meet the needs of children. As a result, children are well supervised and ratios are maintained at all times. The nursery shares its policies and procedures with parents, so they are clear about how the nursery is managed.

The staff team is well qualified and demonstrate a good knowledge of the Early Years Foundation Stage. They have clear development plans to ensure they keep their knowledge up to date and staff have attended appropriate training courses. Performance management within the nursery is effective, as staff are involved in regular supervisions and appraisals to support their professional development. Staff have a good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage and this promotes children's learning and development. The manager monitors the educational programmes well to ensure children are making good progress. Activities are planned to ensure children are suitably challenged and based upon accurate observations and assessment. The provider and manager continually work hard to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the nursery's practices and procedures. Parents, staff and children contribute to this process and this provides a good overview of the whole provision and leads to the identification of clear targets requiring further improvement.

There are good partnerships with parents to support the children in their learning and development. Staff share information on a daily basis about children's routines and the activities they participate in. Displays in the entrance areas inform parents about staff, activities, the Early Years Foundation Stage and other useful information. This, combined with regular newsletters, helps to keep parents well informed and allows them the opportunity to carry on their children's learning at home. Staff make time to speak to parents about how the children have been and how they are progressing in their learning and development. Parents also have access to their children's learning journal and are encouraged to add their own contributions. This means that parents are appropriately involved in children's learning. Parents spoken to during the inspection express their satisfaction with the nursery. They describe the staff team as, 'Very friendly, approachable and caring'. Staff have established strong links with external agencies and other professionals to ensure that children's individual needs are met by receiving appropriate intervention and support. The nursery also works closely with the local authority and local primary schools, which supports the children's learning and promotes effective transitions.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY393448
Local authority	Lancashire
Inspection number	879188
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	43
Name of provider	Derek John Yates and Linda Yates Partnership
Date of previous inspection	26/11/2009
Telephone number	01772768820

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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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