

Wonderland Nursery

The Old Pond School, Barnsley Road, Cudworth, Barnsley, South Yorkshire, S72 8UT

Inspection date	12/01/2015
Previous inspection date	06/04/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Positive relationships with parents are promoted by friendly practitioners who make them feel welcome. Parents speak highly of the nursery.
- Children are safeguarded because the management team and the staff are well trained and have a good understanding of their role and responsibilities for child protection.
- Partnerships with outside agencies are well established and effective systems fully support children with special educational needs and/or disabilities.

It is not yet good because

- Teaching between rooms is variable. Staff in the room for children aged two to three years do not engage all children in activities that effectively promote their learning and development.
- The management team do not constantly ensure that all children's individual care, learning and developmental needs are fully supported.
- Not all hazards to children's safety in the garden are identified and minimised effectively.
- The range of resources, particularly in the room for children aged two to three years, to reflect the diversity of the children who attend the nursery are limited.

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 spoke with the manager, staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector carried out a meeting with the manager and checked and discussed a range of policies and procedures.
- A range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector took into account the views of parents spoken with on the day.

Inspector

Angela Sugden

Full report

Information about the setting

Wonderland Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in single-storey premises in the Cudworth area of Barnsley, and is managed by the Wonderland Nursery Partnership. The nursery operates from three rooms and there are enclosed areas available for outdoor play. It employs 15 members of childcare staff, 13 of whom hold appropriate early years qualifications at level 3 or above, including one with a foundation degree. The nursery opens from Monday to Friday from 8am to 6pm, all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 76 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- raise the quality of teaching by improving staff's knowledge of the learning and development requirements, so that they successfully engage all children, including those who speak English as an additional language, in activities to maximise their enjoyment, learning and progress
- improve the organisation of the key-person system to ensure that children's individual care and learning needs are fully met
- ensure the nursery garden is safe for children to use on an ongoing basis by implementing robust safety assessments and checking procedures, to identify and minimise or remove hazards and prevent accidents or injuries.

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

- extend the range of resources, particularly in the room for children aged two to three years, to reflect the diversity of the children who attend the nursery.

Inspection judgements

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

Staff provide a warm and welcoming environment, and as a result, most children demonstrate they are confident and independent individuals. Staff put in place a range of effective strategies to support children who have special educational needs and/or disabilities, which ensures that they make progress in their learning and development. However, the quality of teaching is variable across the nursery, and as a result, requires improvement. For example, in the room for children aged two to three years, key persons do not always work effectively with parents to put in place key words in the home languages that children speak. Furthermore, children attend the nursery on days that their key persons are not timetabled to work. As a result, children's individual learning and development needs are not always fully supported. Children initiate their own play as they access and combine resources together. For example, children use small-world animals imaginatively. They lay the animals down on the floor, collect a basket of blankets to cover them up and comment that they are 'sleeping'.

Children take part in a good range of activities that cover the seven areas of learning. They join in small group activities that staff have planned to develop their ability in recognising numbers from zero to 10. Children skilfully create precise, intricate patterns with paint and baby buds. In addition, children are developing early literacy skills as they confidently write their name on their paintings in the top left hand corner, demonstrating their understanding that writing goes across the page from left to right. They are developing their communication language skills as they ask visitors questions such as 'how do you know my name?' and 'where has the lady gone?'. Children are generally working within the typical range of development expected for their age and older children are acquiring the skills needed for the next stages in their learning, such as starting school.

During settling-in visits, staff gather information from parents about children's interests and what they can do. This, along with the observations that staff make, helps to establish children's starting points. Staff make assessments of children's development, including the progress check for children between the ages of two and three years. Staff use their assessments to plan the next steps in children's learning. Parents are kept informed about their children's progress as staff share observations and termly assessments with them. This helps to identify any areas of learning where children are not achieving typical levels of development for their age. Staff share ideas with parents about children's interest in numbers. They give parents ideas of how they can further support learning at home, such as looking at and identifying the numbers on the house doors that they pass when out and about.

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

Children mostly enjoy their time at nursery. Parents comment that their children are very happy and settled. A suitable key-person system and settling-in process help most children to develop secure attachments. However, there are times when children attend nursery on days that their key person does not work. This impacts on the quality of individualised care and attention that children receive. Parents value the contribution the nursery makes to their lives. They comment that staff know the children well, and that children are kept safe and are happy. Children demonstrate they are confident and self-assured. They explore resources independently and are confident to share their learning with visitors.

Well-organised daily routines in the room for older children reflect the routines they will experience in school. Furthermore, there are good links with the local schools, and teachers visit nursery to meet the children. This means they are well prepared emotionally for the next stage in their learning.

Children freely choose resources that are organised in a way to promote self-selection. Children in the older room enjoy playing with a good range of resources, such as dressing-up clothes and cooking equipment, which reflect the diversity of those who attend. However, these are not always available in the other rooms. As a result, not all children develop a secure and positive sense of their own identity when at nursery. Children's well-being is supported as staff provide quiet areas for them to rest or sleep. In addition, children have daily access to fresh air as they play outdoors at set times during the day. Staff are good role models and support children to understand appropriate behaviour and respect for others. They encourage children to share and take turns on the bus that they construct together using milk crates and car tyres. Staff teach children about staying safe and managing risks through clear and relevant explanations and reminders. For example, they explain that running indoors may result in them bumping into things and hurting themselves or others.

Children enjoy a wide variety of healthy, nutritious snacks and home-cooked meals. Some staff sit with children during mealtimes. They discuss with children the importance of making healthy choices, which helps to promote their overall health. Children serve themselves from dishes placed on the table, which helps to develop their independence and prepares them for routines they will experience in school. Children learn about personal hygiene through being encouraged and supported to understand the importance of washing their hands before mealtimes. As a result, children can attend to their own personal care needs. Older children dress independently putting on coats when preparing to go outside, which promotes their confidence and self-esteem.

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

Staff have a sound knowledge of safeguarding procedures. They have attended safeguarding training and know the procedures to follow if they are concerned about a child's welfare. As a result, they can recognise if a child is at risk and implement procedures effectively. Staff supervise children well, and consequently, they are suitably protected. Children's safety is further assured because the premises are secure, with effective measures in place to ensure there is no unauthorised access to children. However, not all hazards to children's safety are identified and minimised effectively in the outdoor play space. This is because safety assessments and checking procedures do not identify resources that are in a poor state of repair and could cause accidents or injuries to children. Robust recruitment ensures that staff working with children are suitable to do so. The manager ensures that all staff have a Disclosure and Barring Service check, and references for staff are sought prior to them taking up employment at the nursery. A programme of professional development ensures that staff have appraisals, supervisions and access to training to support their personal development needs. Furthermore, most staff are trained in paediatric first aid, which ensures that there is always good levels of

support in the event of an accident or injury.

The manager has a suitable understanding of the learning and development requirements. She works closely with the local authority adviser to improve the environment and educational programmes, particularly in the room for younger children. As a result, their progress towards the early learning goals is supported. The manager has implemented a key-person system. However, this is not always organised effectively to ensure that key persons are timetabled to work on the days that their key children attend nursery. As a result, care, learning and development are not always tailored to effectively meet the individual needs of children.

Partnerships with outside agencies are well established and effective systems fully support children with special educational needs and/or disabilities. In addition, partnerships with local schools are strong. Information is shared to help support children's continuing learning and development as they move through to school. Parents spoken to during the inspection state that they are very happy with the quality of the care and learning that nursery provides. Recommendations from the previous inspection have been addressed. Overall, the management team show a strong capacity to improve the quality of the nursery.

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	EY253224
Local authority	Barnsley
Inspection number	860382
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	76
Name of provider	Wonderland Nursery Partnership
Date of previous inspection	06/04/2009
Telephone number	01226 713 837

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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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