

Wonderland Day Care Nursery Co-op Ltd

Strathmore Walk, LUTON, Bedfordshire, LU1 3PD



Inspection date

Previous inspection date

9 April 2015

23 March 2011

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

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff are skilled at gaining the full attention of all children and ensuring they are listening. Older children enjoy 'shaking the silliness' before settling down to listen to a story. They enthusiastically join in a rhyme as they line up before going in to the playground. This helps children behave well and be ready to learn.
- Children flourish as staff have a nurturing and caring approach. Staff get to know the children well. They quickly comfort upset children and ensure comforters and items from home are close by. As a result, children become confident, secure and are emotionally confident to learn.
- The manager leads a well-qualified staff team who work extremely well together. Staff participate in the self-evaluation process and pay high regard to each other's ideas. Therefore, they create a positive environment for children to learn through purposeful play.
- Staff have a secure understanding of safeguarding children. All staff have valid paediatric first-aid qualifications, and understand how to report a concern about a child's welfare. This helps to minimise risks and keep children safe.

It is not yet outstanding because:

- Staff do not always make the most of the opportunities in the playground to promote children's awareness of practical number recognition, weights and measures.
- Staff have not fully introduced a scheme to encourage parents and carers to share information about children's ongoing achievements at home, in order to extend a shared approach to their learning and development.

What the setting needs to do to improve further

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

- make the most of all opportunities to develop children's skills in recognising number, and their awareness of weights and measures, particularly when they are playing outdoors
- extend opportunities for parents and carers to share more information about what they know in relation to their children's ongoing development and achievements, so that staff can even better match learning opportunities to children's individual interests and abilities.

Inspection activities

- The inspector observed activities in the classrooms, the outside learning environment and talked with the staff and children.
- The inspector examined a range of documentation, including evidence of the suitability and qualifications of staff working with children, a sample of children's records, development plans and staff records.
- The inspector held discussions with the registered provider and the deputy manager. She completed a joint observation with the deputy manager.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Sheila Harrison

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff closely observe and assess children's learning. They provide prompt and effective support, so that children make good progress from their starting points. Staff effectively encourage children to develop their curiosity and motivation to learn as they have free access to a wide range of toys and resources, inside and outdoors. Staff promote children's communication and language development well. They speak clearly and sensitively repeat babies' sounds back to them. Staff use children's names to get their attention and gestures to help young children's understanding. Children enjoy taking an active part in number rhymes indoors, and there are displays of the alphabet and number strips on the playground. Older children enjoy using the large chalks to copy the numbers on the playground. However, there are fewer everyday opportunities for children to match the correct number of items to the numerals displayed, or to compare weights and measures in practical activities. This does not fully introduce mathematical ideas within children's play.

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

Children develop a wide range of physical skills and learn about personal safety, as they concentrate intently while practising their scissor control. They have great fun expertly controlling the scooters safely at great speed around the playground. Children are becoming independent, as they eagerly put on their coats and shoes before going outdoors. Staff establish strong and trusting partnerships with parents to support children's individual care, development and learning needs. Parents express their appreciation that staff give detailed information about their child's day. This includes the range of healthy meals. Parents report that staff listen carefully to them in order to take account of the individual needs of the children. However, the recent introduction of a system to extend opportunities for parents to give their views about their child's development at home is not yet universally in place. As a result, staff do not take all opportunities to fully enhance the consistency of care and learning.

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

The registered provider undertakes robust recruitment procedures, which ensures that children are cared for by suitable adults. All new staff complete a thorough induction programme. This prepares them well for their role in protecting children's welfare. Staff are enthusiastic about providing children with high-quality experiences and prepare them well for the next stage in their learning. They prepare presentations for the team following training. This helps the whole team deliver extended play opportunities. The management team make very good use of the data provided by local schools to reflect on the range of activities for children and the overall effectiveness of their provision. For example, they plan to provide batteries and light bulbs to extend children's understanding of technology. This helps staff ensure that they are equipping children with a wide range of skills in readiness for school.

Setting details

Unique reference number	105257
Local authority	Luton
Inspection number	863911
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	48
Name of provider	Wonderland Daycare Nursery Co-op Luton Ltd
Date of previous inspection	23 March 2011
Telephone number	01582 458555

Wonderland Day Care Nursery Co-op Ltd registered in 1997. The nursery employs 18 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3. One member of staff holds a qualification at level 6 and one member of staff, who works as a supply member of staff, has Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities.

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