

# WONDERLAND NURSERY

Wonderland Nursery, Wakefield Road, Staincross, BARNSELY, South Yorkshire, S75 6DJ



## Inspection date

Previous inspection date

28 September 2015

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider's evaluation of practice is not robust enough to ensure all weaknesses are identified. Professional development is not sufficiently focused on improving the quality of teaching or the learning experiences for children.
- The provider does not successfully promote an ethos of teamwork and mutual support.
- Not all staff use the information they gather about children's development to inform precise planning. Children are not always challenged and motivated to make best progress in all areas of learning.
- Staff do not make sure that resources are always in good working order.
- Weaknesses in the key-person system mean that not all children continue to receive high levels of support when their key person is absent from the nursery.

### It has the following strengths

- The provider makes good use of parent's knowledge and skills to widen learning experiences for children. Home languages and cultures are shared, which helps children to understand that there are differences between people and within society.
- Children are supported to build friendships with each other. Pre-school children help with everyday tasks, which give them a sense of responsibility within the nursery. This helps to prepare them for the learning environment of school.
- Babies who have settled in the nursery demonstrate secure attachments with their key person. Children's behaviour is managed well so that they develop a good understanding of right and wrong.

## What the setting needs to do to improve further

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

	Due Date
■ use the information gathered through observations of children's development to inform planning so that the individual needs, interests and stage of development of each child is considered and each area of learning is promoted through purposeful play	28/10/2015
■ ensure there are suitable arrangements in place for times when key persons are not in the setting so that all children continue to receive good levels of support when their key person is absent	28/10/2015
■ review arrangements for professional development to ensure all staff quickly improve their teaching skills and provide good learning experiences for all children	28/10/2015
■ promote a culture of mutual support and teamwork that supports continuous improvement.	28/10/2015

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

- ensure toys are in good working order so that children can always choose resources to support their activities
- improve evaluation of the nursery so that areas that most need to be improved are identified and swift action taken to address weaknesses.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a parent during the inspection and took account of their views.

## Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager has a suitable understanding of the Early Years Foundation Stage. Recruitment procedures are secure and the arrangements for safeguarding are effective. Appropriate risk assessments of the premises are completed. Staff are well deployed so that children are supervised at all times, which helps to keep them safe. All staff hold first-aid qualifications, which mean they can provide suitable treatment if a child has an accident. All accidents are recorded and parents notified. All staff hold early years qualifications. However, the quality of teaching is variable. Professional development does not focus sufficiently on improving staff's teaching skills. The staff do not always work well together as a team. As a result, not all children enjoy consistently good learning experiences. The nursery seeks the views of parents, and their comments about the service are positive. However, the nursery's review of their practice is not thorough enough to identify all weaknesses. The nursery has established links with local schools and other professionals to ensure information about children's progress is shared.

### Quality of teaching, learning and assessment requires improvement

Staff find out children's starting points and complete observations of their learning. However, staff do not always take into account what children already know and can do in order to make planning more precise. Communication and language are suitably promoted. Staff help children to build on their vocabulary by exploring new words. Staff involve pre-school children in discussions. They ask them questions that encourage them to think critically and share their ideas. Children develop an understanding of mathematics as they count during their play and begin to add and subtract. Key persons work with other professionals to help disabled children and those who have special educational needs. However, children's learning is not always well supported when their key person is not in the nursery. This means they do not make the best possible progress. Staff do not fully promote babies independent play and learning. Some resources do not work properly, which reduces the choices babies can make about what to play with.

### Personal development, behaviour and welfare require improvement

Suitable settling-in arrangements means that most children settle well. Staff use praise and encouragement to promote children's confidence and self-esteem. Staff help children to become independent in managing their own personal needs, which helps to prepare them for school. Children gain an understanding of risk through their play. For example, they use climbing equipment and learn to balance on obstacles. Staff give clear messages to children about why it is important to have a healthy diet and good hygiene routines. Children are learning to respect and celebrate each other's differences. This helps them to prepare for the diverse environment of school.

### Outcomes for children require improvement

Where children's starting points are below those of other children of their age, assessment shows they are improving and the gap is closing, albeit slowly. Children develop some of the key skills needed for the next steps in their learning.

## Setting details

<b>Unique reference number</b>	EY464523
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1027346
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	89
<b>Number of children on roll</b>	75
<b>Name of provider</b>	WONDERLAND NURSERIES LTD
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01226 388399

WONDERLAND NURSERY was re-registered in 2013. The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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