

Wonderland Nursery

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



Inspection date

5 January 2016

Previous inspection date

12 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers are committed to improving the quality of care and learning. They have worked closely with other early years professionals since the last inspection. This has resulted in a marked improvement in the quality of teaching and learning, particularly for the two- and three-year olds.
- Well-qualified staff have a good understanding of how children develop. They effectively partner children in their learning. Staff demonstrate, describe and draw children's attention to what is happening. This keeps children interested and motivated.
- Leaders and managers have strong partnerships with parents and other early years professionals. This helps them to take quick and decisive action to help secure the support children and families need.
- Staff make accurate assessments of all children's progress. Parents are invited to parents' evenings to discuss their children's development and their next steps in learning.
- Effective changes to the key-person system have helped to ensure that children are always supported by an adult who knows them well. Parents comment that they have a very positive relationship with practitioners. They are fully included in decisions about their children's care and learning.

It is not yet outstanding because:

- The programme for professional development does not always take account of areas of practice staff have identified for themselves as in need of advancement.
- The strategies used to help parents build on what their children are learning in the setting are not wholly successful.

What the setting needs to do to improve further

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

- focus more precisely on developing a targeted programme for professional development that effectively supports staff to enhance skills in areas of practice they have identified for their own advancement
- explore further ways to help parents guide their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the registered individual, nursery manager and deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to the children at appropriate times during the inspection.

Inspector

June Rice

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Practitioners are confident in their knowledge of child protection issues and the procedures to follow to help safeguard children. Recruitment procedures in place for new staff help to ensure adults are suitable to work with children. Leaders effectively monitor the impact of teaching and learning. For example, they identified a small gap in some of the children's literacy skills, particularly writing. Staff evaluated their planning and introduced a broader range of activities and resources to help develop children's interest in mark making. Leaders and managers have developed the outdoor play areas. This has helped to widen the learning experiences for all children while outside.

Quality of teaching, learning and assessment is good

Staff have improved the quality of their interactions with all children so that they now make consistently good progress in their learning. They talk to younger children about what they are doing and introduce one- and two-word sentences. Children listen and respond by repeating some of the words and sounds they hear. Children who speak English as an additional language develop the skills they need to communicate effectively. They respond to words in their home language used by staff to reassure and guide them. Staff have introduced innovative ideas to promote children's interest in writing. Tool belts containing writing equipment are worn by children, who decide when, where and what they want to write. Children answer staff's questions and show confidence in using new words to help describe what they are doing. They talk about soft flour, rolling and squeezing dough. They measure ingredients they place into the bowl and explore the changing texture as they add water. Children enjoy painting and chalking outside and talk about the different colours they are using and creating.

Personal development, behaviour and welfare are good

Parents speak positively about the care staff take to help their children settle and adapt to new routines and carers. All children are happy and arrive eager to begin their session. Staff encourage them to make healthy choices at mealtimes as they serve themselves. They are provided with water or milk to drink. Children learn the importance of cleaning their teeth and washing their hands. Babies are cuddled and soothed as they go to sleep and greeted with a smile on waking. Following the last inspection, parts of the nursery have been redecorated and reorganised. Rooms are brighter and children are using areas, such as the home corner and book area, more readily. This has a positive impact on children's independence and learning, as they explore and initiate their own play. Staff have also built on the opportunities for children to widen their understanding of people, families and communities. Children are well prepared for starting school when the time comes.

Outcomes for children are good

Leaders and managers use additional funding appropriately to help provide further support for disadvantaged children, including those with special educational needs. The difference between outcomes for children is steadily closing.

Setting details

Unique reference number	EY253224
Local authority	Barnsley
Inspection number	1010758
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	48
Number of children on roll	70
Name of provider	Wonderland Nursery Partnership
Date of previous inspection	12 January 2015
Telephone number	01226 713 837

Wonderland Nursery was registered in 2003. The nursery employs 17 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. Two have qualifications at level 6. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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