

Wonderland Nursery

Mehria School, 23 Westbourne Road, LUTON, Bedfordshire, LU4 8JD



Inspection date

26 February 2016

Previous inspection date

8 November 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Safeguarding is not effective. Leaders and staff are not implementing safeguarding procedures well enough.
- Children's safety is not assured. Leaders have failed to ensure that they are meeting fire regulations as required or to take effective action to rectify breaches of requirements when these have been identified.
- Teaching is not good as staff direct play and conversation too closely so children fail to lead their own play, or use speech to express their own feelings, thoughts and ideas.

It has the following strengths

- Staff support children's personal, social and emotional development well as they help children settle in and are kind and gentle towards children.
- Staff support children's positive behaviour as they are good role models and remind them of key rules around the setting.
- The range of activities on offer in the outdoor area has been developed since the last inspection which improves play opportunities outdoors.

What the setting needs to do to improve further

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

	Due Date
■ ensure that staff are alert to any issues for concern in a child's home life or elsewhere, and that staff follow setting procedures to make sure that referrals are made in a timely manner to appropriate agencies with statutory responsibilities	04/04/2016
■ ensure that you comply with fire safety legislation, especially in relation to fire detection equipment, and the operation of fire exits, and that you take all reasonable steps to keep staff and children safe in the case of a fire	04/04/2016
■ ensure that risk assessments identify all areas of potential hazard to children, and that action is taken to remove or minimise these hazards, with particular reference to fire hazards	04/04/2016
■ improve teaching so that staff give children opportunities to direct their own play, and to express themselves, and to use language to share their feelings and ideas.	04/04/2016

Inspection activities

- Two inspectors were present at this inspection, one inspector was shadowing the lead inspector.
- The lead inspector observed children and staff taking part in planned activities and free play.
- The lead inspector spoke to staff, leaders and managers about the running of the nursery.
- The lead inspector reviewed a range of documents including information about children, records of staff checks and supervisions and documents relating to accidents and safeguarding.
- The lead inspector spoke to parents to gather their views about the nursery.

Inspector

Naomi Brown

Inspection findings

Effectiveness of the leadership and management is inadequate

Children's safety is not assured. Leaders and managers have failed to identify significant hazards to children. When hazards have been identified by outside professionals, including the fire officer, leaders have failed to take action to ensure that they comply with fire safety legislation. Breaches of legislation were identified eight months prior to this inspection and had not been addressed. Some action was taken during the inspection, including fixing mechanisms on self-closing fire doors. Safeguarding is not effective. Staff have failed to follow the procedure to record pre-existing injuries. Records have not been effectively monitored to ensure that patterns of possible concern are identified and referred to statutory agencies. Staff have failed to make appropriate enquiries about involvement of other agencies in children's lives. There are suitable systems in place to recruit qualified and vetted staff. Training and appraisal programmes support staff to develop their practice. However, these have failed to tackle some identified weaknesses in the quality of teaching. The management team has addressed weaknesses identified at the last inspection. For example the range of resources outdoors has been improved to offer better play opportunities for children.

Quality of teaching, learning and assessment requires improvement

Teaching is not good. Staff do not give children sufficient freedom to lead their own play, or to extend their own activities. Children respond to staffs' questions mainly by repeating a range of learned answers, rather than learning to use language to express wider thoughts, feelings or ideas. Staff are enthusiastic and encourage children to try things, but overly direct activities. Assessment is accurate, and children's development is tracked to identify any gaps. Arrangements for children who may have special educational needs are appropriate and parents are well involved in their children's development. All areas of learning are covered through activities, including number rhymes and songs to support children's maths development. Overall, staff plan activities that cater for children's next stage in learning.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding undermine children's well-being. Risk assessments are not robust, particularly those relating to fire safety. Settling arrangements for new children are well managed. Children clearly feel settled in the nursery and seek reassurance from adults that they know. Children behave well at all times and know what is expected of them. They learn to be kind to each other as they follow clear rules and the good example of staff. Resources meet the needs of children, both indoors and outdoors. Children have an appropriate awareness of how to keep themselves healthy as they learn about healthy eating and have regular play in the fresh air.

Outcomes for children require improvement

Children are making appropriate progress for their age and stage of development from their starting points but their conversational skills are not strong. Children's literacy development is good and most children are able to hold a pencil appropriately and write

the letters of their name. Even younger children recognise that letters carry meaning and freely form letters, a skill which will support their future learning, for example, at school.

Setting details

Unique reference number	EY438249
Local authority	Luton
Inspection number	1040045
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	36
Number of children on roll	36
Name of provider	Mehria School Governing Body
Date of previous inspection	8 November 2012
Telephone number	01582484617

Wonderland Nursery registered in 2011 on the Early Years Register. It is situated in purpose-built premises within the grounds of Mehria School in Luton, Bedfordshire. The nursery is open Monday to Friday from 8am to 3pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children. The manager holds qualified teacher status.

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