

Wonderland Nursery Ltd

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



Inspection date

Previous inspection date

31 August 2016

28 September 2015

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

Summary of key findings for parents

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

- Since the last inspection, leaders have not been sufficiently monitoring the quality of practice. Consequently, not all staff have been provided with the training and professional support to help them improve their practice to a good standard.
- Staff are not always deployed effectively to ensure they are on hand to support children's learning and development.
- The quality of teaching remains variable. At times, staff do not provide children with enough time to respond to questions, or challenge their thinking and learning through using effective questioning and dialogue.
- Leaders are not robustly monitoring the progress of different groups of children. This does not ensure they can quickly guide staff to where they need to direct their teaching to narrow any gaps in children's learning.

It has the following strengths

- Children are happy, safe, extremely settled and enjoy their time at the nursery.
- Staff communicate very well with parents. Staff know all about the children in their care and have formed strong bonds with them. Staff caring for babies and younger children are particularly in tune with their needs, characteristics and interests.
- The provider has taken action to tackle weaknesses in leadership but it is too early to see the impact of these changes. Staff are confident that the new enthusiastic leader will bring about the required changes.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> review the procedures for staff development to make sure all staff have the necessary support and guidance to develop their practice to a good or better standard 	06/10/2016
<ul style="list-style-type: none"> ensure staff are always effectively deployed so sufficient adults are available to play alongside children and support their learning and development as required. 	15/09/2016

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

- continue to develop processes for monitoring the progress of groups of children, to ensure leaders can provide staff with clear direction on where to target their teaching to swiftly narrow any gaps in their learning
- ensure all staff understand how to further challenge and extend children's learning and development; for example, through effective questioning and dialogue.

Inspection activities

- Her Majesty's Inspector (HMI) observed children taking part in a range of activities in each of the rooms as well as the outdoor play area.
- HMI observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- HMI spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers of the provision.
- HMI carried out a joint observation with the manager.
- HMI looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher HMI

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff have not been supported well enough by leaders to improve their practice. There has been an over-reliance on the guidance from the local authority to secure improvements. Whilst some staff have been enabled to access training and further qualifications, these are not always available to those who need it most. The acting managers have worked hard in the last few weeks to improve staff morale, team work and practice; a new manager has now been appointed with clear plans in place to secure improvements. The views of staff, parents and children are gathered and used to inform decisions. The arrangements for safeguarding are effective. Staff have a broad, up to date knowledge and confidently follow the policies and procedures in place to protect children and promote their welfare. Good information sharing is also in place with other agencies and parents.

Quality of teaching, learning and assessment requires improvement

On the day of the inspection, staff were preoccupied with completing forms with parents accompanying their children on settling in visits, leaving children in their care to play by themselves for almost half an hour. Although the children were content and engaged in play, their learning and development was not being supported during this time. Staff involve parents when they make checks on children's progress and regularly share information to engage them in their child's learning. Leaders have supported staff to improve how they use what they know about each child to plan for their next steps. However, staff are not as sure about how to identify and plan for particular groups of children who may be at risk of falling behind, to secure better progress.

Personal development, behaviour and welfare are good

Staff are very sensitive to the needs of babies and young children and provide comfort and reassurance to those new to the setting. Very effective processes are in place to support children as they move rooms to ensure they quickly settle and continue to learn and develop. Leaders also make sure they share all they know about the children with the schools they move on to. Staff support children to develop an understanding of healthy lifestyles and how to care for themselves. Children are learning to be confident, independent and tolerant of others. They are forming friendships and developing an understanding of similarities and differences between themselves and others through a variety of activities and resources. Leaders have used funding well to develop the learning environment for two-year-olds with further funds secured to develop the outdoor area.

Outcomes for children require improvement

Leaders cannot yet demonstrate how they are helping to close any gaps in the learning and development of groups of children at risk of falling behind. Children are well behaved and are learning to share, take turns, listen and follow instruction, in readiness for school. Babies and younger children are effectively supported to develop their communication and language skills because staff regularly sing songs, read stories and use dialogue and questioning well as they play alongside them. Some staff are particularly skilled at identifying children with additional needs and work well with parents and professionals to make sure children get the right support. Overall, children are making secure progress.

Setting details

Unique reference number	EY464523
Local authority	Barnsley
Inspection number	1045204
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 - 4
Total number of places	89
Number of children on roll	70
Name of provider	Wonderland Nurseries Limited
Date of previous inspection	28 September 2015
Telephone number	01226 388399

Wonderland Nursery was re-registered in 2013. The nursery employs 12 members of childcare staff, 11 of whom hold appropriate early years qualifications at level 3 and one at level 2. 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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