

The Wonder Years Day Nursery

Arundel House, 50 Church Hill, Wednesbury, West Midlands, WS10 9DJ



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| Inspection date | 3 October 2016 |
| Previous inspection date | 5 September 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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

- Staff develop effective partnerships with parents, other providers and local schools. They share information about individual children's care and learning needs. This ensures there is consistency and continuity for children.
- Children are cared for by staff that are warm and engaging. This helps children to develop strong emotional attachments, settle in quickly and build on their readiness to learn. Children behave well. They demonstrate a high regard for one another and, as a result, build strong friendships.
- Staff share information about children's next steps in learning with their parents. They provide daily written and verbal feedback about their child's day in the nursery. This helps to build on parents' confidence in supporting their child's continued learning at home.
- The registered person ensures that the manager, staff, parents and their children are meaningfully included in the self-evaluation processes. This helps to make sure clear targets for further improvement are identified and acted upon to meet the needs of all children. As a result, outcomes for children are good.

It is not yet outstanding because:

- Staff do not consistently find out what parents already know about their child's learning and development when they first start to help inform the assessments of the starting points for their learning.
- Staff do not provide the same level of opportunity for children who prefer to learn outdoors as that which is available for those who prefer to play and learn indoors.

What the setting needs to do to improve further

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when they first join the setting and use this information to sharpen their initial assessments
- provide further opportunities for children who like to play outdoors to build successfully on their learning in their preferred environment.

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 a joint observation with the nursery manager.
- The inspector held a meeting with the nursery 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 parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend regular child protection training. This helps them to identify the possible signs of abuse and neglect and to know what to do and who to contact to keep children safe and well. Staff are vigilant in checking all indoor and outdoor areas throughout the day. This helps to identify and minimise all possible hazards to children. All staff are provided with one-to-one meetings with the manager, giving them time to discuss their training and any confidential issues and concerns that need to be addressed. The manager monitors the educational programmes effectively. This helps to ensure that children are progressing well in all aspects of their learning and development.

Quality of teaching, learning and assessment is good

Staff provide a range of opportunities for children to explore their imagination. They encourage older children to choose their own action rhymes and sing and dance along to music. Staff use demonstration well with the children, encouraging them all to join in with their friends as they become excited and well engaged. Some children choose to play their musical instruments as they join in with the activity. During such times, staff use a range of questioning techniques to help children think and talk about what they are doing. This helps to build on their communication skills. Younger children become imaginative as they use tools and containers to make pies and cups of tea in the sand. Babies explore their imagination as they make marks in the paints, creating their own artwork to take home or display in their playroom. This builds on younger children's physical skills. Staff use demonstration and a running commentary with younger children during these activities to build on their listening and understanding skills. All children are encouraged to have a go and keep trying during their activities. This helps to develop their 'can do' approach to learning. This fosters children's readiness for the next stage in their learning and their move on to school.

Personal development, behaviour and welfare are good

Children are provided with a healthy, balanced diet. They take manageable risks in their play under the close supervision of staff. During outdoor play, children ride their trikes, climb and balance using a range of equipment. They laugh and giggle, enjoying themselves as they chase their friends around in the fresh air. This helps children to develop a positive attitude towards living a healthy lifestyle.

Outcomes for children are good

Staff are strong role models for all children in their care. They help children to share and take turns with the toys. Children demonstrate a love of books as they sit in the comfy areas with their friends and talk about their favourite characters. They have lots of opportunities to make marks using a broad range of tools during planned and spontaneous activities. All children, including those in receipt of funding, make good progress in their learning and development.

Setting details

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| Unique reference number | 255158 |
| Local authority | Sandwell |
| Inspection number | 1063860 |
| 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 - 10 |
| Total number of places | 103 |
| Number of children on roll | 80 |
| Name of registered person | Hilary Walker |
| Registered person unique reference number | RP511564 |
| Date of previous inspection | 5 September 2013 |
| Telephone number | 0121 556 6979 |

The Wonder Years Day Nursery was registered in 1997. The nursery employs 18 members of childcare staff. Of these, one holds an early years qualification at level 6, one at level 5, one at level 4 and seven at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.15pm. The nursery also provides after school and holiday care. The nursery provides funded early education places for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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