

# Alice's Wonderland Nursery

Alice's Wonderland Nursery Ltd, Carmel Hall Community Centre, Morland gardens, London, NW10 8EA



## Inspection date

11 November 2016

Previous inspection date

5 November 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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, who is also the manager, does not follow suitably rigorous recruitment procedures to ensure that staff are suitable for their roles. She does not check that staff consistently teach children to keep themselves safe, or use thorough risk assessment to minimise all potential risks to children's safety and reduce the over-reliance on supervision to keep children safe.
- The provider does not monitor staff teaching practice effectively to help staff provide all children with challenge to extend their learning. Not all children make good progress.
- The provider does not monitor groups of children's progress, assess the effectiveness of the curriculum in meeting all children's needs and accurately identify the areas of the provision that require development to help improve outcomes for children.

### It has the following strengths

- Staff are energetic and enthusiastic as they go about their day. They offer plenty of praise and encouragement to children. Children like attending nursery and are settled in the staff's care. Parents receive feedback on their children's progress to help them continue their children's learning at home.
- Staff provide healthy and nutritious meals. Staff are good role models for children and teach them about the benefits of a healthy diet, polite manners and sociable mealtimes.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ implement rigorous recruitment procedures to ensure the suitability of those employed to work with children	11/12/2016
■ monitor the effectiveness of risk assessment to ensure staff take all expected safety precautions and help children to learn to keep safe	11/12/2016
■ provide more effective support and guidance for all staff to improve the overall quality of their teaching and the outcomes for children.	11/12/2016

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

- make better use of evaluation to identify where improvements are needed to improve outcomes and learning experiences for children
- monitor the progress of groups of children more effectively to identify and support any children who need help to catch up in their learning and to build on less effective areas of the curriculum.

## Inspection activities

- The inspector observed children and staff engaged in activities indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to staff about their understanding of safeguarding and first aid.
- The inspector spoke to some parents and took account of their views.
- The inspector sampled documentation, including policies and children's records.

### Inspector

Sarah Holley

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. The provider ensures that all staff understand the safeguarding procedures and know what to do if they have any concerns to protect a child's welfare. She does not follow an effective recruitment procedure to ensure staff's suitability to work with children; for example, she does not take up references. However, she deploys staff effectively to ensure they do not work alone with children. Although the provider gives staff some feedback on their performance and they are encouraged to attend regular training, she does not check that staff put their new knowledge into practice effectively. For example, staff have attended early reading training but do not use this effectively to improve children's literacy skills. However, the provider has been more successful in making other improvements, such as building useful partnerships with other professionals to support individual children and in improving the opportunities for children to use everyday technology.

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

Staff do not consistently help older children build on what they know and can do. For example, staff did not make sure that all children could see the computer program to help teach them to join in and learn the names and sounds of letters. Staff do not ensure all children can hear to help them focus during group activities, and they miss opportunities to extend individual children's learning. However, staff are enthusiastic and plan an enjoyable range of activities. For example, outdoors they encourage children to run and climb to help develop their physical skills, and staff sing with the youngest children to improve their language skills.

### **Personal development, behaviour and welfare require improvement**

Although staff ensure that the premises are secure and keep most areas safe, they do not remove or minimise some risks. They rely on their supervision instead. For example, they do not always ensure that litter and broken resources are inaccessible to children. At times, they fail to teach children about the risks of walking around while eating food. Sleeping children are monitored effectively to check they are safe. Children have daily fresh air and exercise. Staff are very kind to the children. They greet them with smiles on arrival and offer plenty of praise that helps to build their self-esteem.

### **Outcomes for children require improvement**

Outcomes for children are adequate. Overall, children gain a suitable set of skills for their future learning, including for the move to school. For example, older children learn to count accurately and to recognise shapes and numbers. Children learn to behave appropriately and are polite and helpful. However, older children are not suitably challenged in their learning, for example, to build their literacy skills and independence.

## Setting details

<b>Unique reference number</b>	EY348089
<b>Local authority</b>	Brent
<b>Inspection number</b>	1062044
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Alice's Wonderland Nursery Ltd
<b>Registered person unique reference number</b>	RP526795
<b>Date of previous inspection</b>	5 November 2013
<b>Telephone number</b>	0208 965 9531

Alice's Wonderland Nursery registered in 2007 and is situated in the London Borough of Brent. It is open from 8am to 6pm, Monday to Friday, throughout the year. The provider receives funding to provide free early years education to children aged two, three and four years. There are 13 members of staff employed and they all hold relevant childcare qualifications between level 2 and level 5.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

