

Wonderland Nursery Ltd

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



Inspection date

Previous inspection date

18 September 2017

31 August 2016

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

- The manager and staff are ambitious and motivated. Actions taken to improve since the last inspection have been carefully planned, concerted and effective in raising the outcomes for children.
- A rigorous performance management and professional development programme for all staff, has successfully improved the quality of teaching and learning across the nursery.
- Children's next steps in learning are carefully planned and they make good progress in their development. Staff observe what children can do, collect information from parents and review the progress of different groups of children.
- Children are fascinated by the interesting and imaginative opportunities staff provide indoors. They enthusiastically explore different textures and experiment with materials.
- Children are developing high levels of independence during their play and routines. Resources are attractively displayed to help them make choices and lead their own play.
- Staff know individual children very well. They work in close partnership with parents, other professionals and local schools to share children's learning.

It is not yet outstanding because:

- The incisive evaluation of how effectively staff support children's thinking skills has not had enough time to drive teaching to the very highest level for all staff.
- Unlike indoors, the outdoor areas do not always offer rich, varied and imaginative learning opportunities to better support those children who learn best outdoors.

What the setting needs to do to improve further

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

- embed the use of incisive evaluations of staff's support for children's thinking skills to drive the quality of teaching to the very highest level
- enhance the outdoor spaces to make sure those children that prefer to learn outdoors can access well-planned and high-quality learning environments.

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 of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to staff and children throughout the inspection.

Inspector
Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The manager has a detailed understanding of the strengths and areas requiring improvement in the nursery. She has been systematic in her evaluations and identified the most important actions to take, to secure the necessary improvements since the last inspection. The quality of the environment and staff's teaching have been the priorities across the nursery. Specific training for staff caring for babies has helped them redesign the room to create a welcoming and stimulating environment. Supportive professional development, tailored to the needs of individual staff, has built a team who work together effectively. Staff are involved in collating and reviewing children's progress over time. They are using this to evaluate the environment and target specific areas of the curriculum that need improving. Safeguarding is effective. Staff understand the policy and procedures for dealing with concerns about children's welfare. They check accident and incident records to look for any patterns that would indicate a cause for concern.

Quality of teaching, learning and assessment is good

Staff take pride in their responsibility for promoting children's learning. They know each child very well, planning for learning is responsive to children's changing interests and needs. Staff notice the toddlers new interest in mini-beasts after discovering worms outdoors, and plan additional resources to extend their learning. Parents are closely involved in the assessments of children's development and work with staff to identify what children need to learn next. Staff and parents share strategies to support children with special educational needs and/or disabilities to develop their communication skills. Their interactions with children are sensitive and babies' delight in having their sounds repeated for them. Staff get involved in children's play and add appropriate challenge for each child. They count trains, describe textures and show them how to use tools.

Personal development, behaviour and welfare are good

Children are enthusiastic, confident learners who are captivated by the varied activities staff provide indoors. Staff offer children extended opportunities to lead their own explorations and allow them the freedom to tip out materials as they investigate mixtures. Children form secure attachments to staff and their good behaviour shows they feel safe. They demonstrate that they understand what is expected of them during play and routines. Older children independently put on aprons, toddlers get involved in tidying away and show they are learning to share. Children have opportunities to learn about the wider world and babies are fascinated by the colourful images of different cultures.

Outcomes for children are good

Children make good progress, including those with special educational needs and/or disabilities, so they are well prepared for their next stage in learning. Older children are developing the dexterity they need to use scissors and some show they can draw shapes and form recognisable letters. Babies' key physical and communication skills are developing very well, and toddlers enjoy following simple daily routines.

Setting details

Unique reference number	EY464523
Local authority	Barnsley
Inspection number	1112633
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	76
Name of registered person	Wonderland Nurseries Limited
Registered person unique reference number	RP532741
Date of previous inspection	31 August 2016
Telephone number	01226 388399

Wonderland Nursery re-registered in 2013. The nursery employs 14 members of childcare staff, 13 of whom hold appropriate early years qualifications at level 3 and one at level 5. The nursery opens from Monday to Friday, all year round, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

