

# Alice's Wonderland Nursery

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



## Inspection date

17 August 2017

Previous inspection date

11 November 2016

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		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:

- Staff do not understand their role in recognising the signs that a child may be at risk of extremist ideas of right and wrong.
- Assessment of children's learning, including the progress check at age two years, is not precise enough to help staff recognise what children know and can do and to plan for children's next steps in learning to help them make good progress.
- Children have few opportunities to strengthen their understanding of their own lives and of those of others in their community.
- On occasions the noise levels are high, and staff do not recognise the negative impact this has on some of the less confident children and on children's communication skills.
- Self-evaluation is not used effectively enough to identify and address areas of weaker practice and to improve outcomes for children.

### **It has the following strengths**

- Staff are enthusiastic in their roles. They are kind and considerate towards the children. Clear expectations and boundaries help to ensure children's good behaviour.
- Children are very confident and happy in the nursery. They enjoy opportunities to express themselves through songs and musical instruments.
- Relationships between staff and parents are positive. Good information sharing takes place between staff and parents, and parents feel part of their children's learning. They speak well about the staff, in particular the care and support they offer their children.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ update staff's knowledge of safeguarding, in particular the 'Prevent' duty guidance, to strengthen their understanding of keeping children safe	10/09/2017
■ improve assessments to identify where children are in their learning, and use the information gathered to help children make good progress, including the progress check at age two years.	10/09/2017

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

- enable children to learn more about their own family and culture, and about other people in their community
- provide a calm learning environment to enhance opportunities for children's listening and speaking skills
- strengthen the effectiveness of self-evaluation to ensure it targets the areas for improvement accurately to enhance outcomes for all children.

## Inspection activities

- The inspector observed children's play and staff's interactions with children in the indoor and outdoor areas.
- The inspector talked to staff and children and held regular discussions with the manager and the provider.
- The inspector examined documentation, including a sample of children's and staff's records. This included the suitability checks for staff.
- The inspector talked to parents during the inspection to gather their views on the nursery.

## Inspector

Julie Biddle

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Since the last inspection, the management team has addressed some areas identified for improvement. Management now completes a robust recruitment procedure to ensure staff who work with the children are qualified and remain suitable. However, some weaknesses remain. For example, the manager has not ensured staff have completed training with regard to the government's 'Prevent' duty strategies. There are systems to supervise staff and for staff to attend training. However, the manager does not monitor staff's practice closely enough to identify weaknesses in the assessment process. The manager makes some evaluation of the nursery; however, she does not identify all areas of weaker practice or act upon ideas to strengthen outcomes for children. Safeguarding is effective. Staff are confident about the procedures to follow and know whom to contact if they have concerns about children's welfare. Furthermore, staff complete thorough risk assessments, which helps to keep children safe.

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

Staff set up the playroom with a range of activities to encourage children's interest in play. For example, children enjoy using musical instruments and tap out rhythms as staff sing along with them. Although staff record observations and assessments of children's learning, they do not accurately report on children's progress or identify the key areas for what all children need to learn next. This leads to staff sometimes setting unrealistic targets for children. For example, targets for younger children are not related to the needs of the children. Despite this, children enjoy taking part in enjoyable activities. They have great fun in the garden area and develop good physical skills. Babies enjoy climbing down steps and carefully jumping as they reach the bottom step.

### Personal development, behaviour and welfare require improvement

The key-person system works well and children form close bonds with the staff. Staff are skilful at praising children when appropriate. Staff help children to express how they are feeling. For example, at group time they have discussions about how they are feeling, helping them to develop confidence and self-esteem. However, there are times when the noise levels are so high that children who are less confident do not join in with the discussions. Children enjoy using the equipment in the role-play area. They make cups of tea for their friends and dress their dolls. Although children enjoy this area of play, they have few opportunities to learn about others in the community and to develop an understanding of differing lifestyles.

### Outcomes for children require improvement

Children are generally motivated to learn. They learn to share, to take turns and develop some independence. Some of the older children are able to write their own names and enjoy counting. They learn useful skills in preparation for school. However, weaknesses in monitoring and staff assessment processes mean children are not supported enough to make good progress.

## Setting details

<b>Unique reference number</b>	EY348089
<b>Local authority</b>	Brent
<b>Inspection number</b>	1078800
<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>	1 - 3
<b>Total number of places</b>	62
<b>Number of children on roll</b>	32
<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>	11 November 2016
<b>Telephone number</b>	0208 965 9531

Alice's Wonderland Nursery registered in 2007. The nursery operates from 8am to 6pm each weekday throughout the year. The provider employs 11 members of staff, nine of whom hold relevant childcare qualifications between level 2 and level 5. The nursery receives funding to provide free early education for children aged two, three and four years.

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 2017

