

Wonderland Nursery

Mehria School, 23 Westbourne Road, LUTON, Bedfordshire, LU4 8JD



Inspection date

11 October 2017

Previous inspection date

14 July 2016

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

- The management team effectively evaluates the quality of the care and education they provide. This helps them to drive forward identified areas for improvement.
- Staff have high expectations for the children's development. They make regular observations of children's learning and plan a varied range of stimulating activities. This contributes to the good progress children make.
- Children demonstrate that they are settled and happy. They develop secure attachments with staff who are caring and attentive to their needs, which effectively supports their emotional well-being.
- Staff successfully support children who speak English as an additional language. They speak to children in both their home language and English during their play and interactions with other children. This supports children to persist at their chosen task and develops their understanding in both languages.

It is not yet outstanding because:

- Occasionally, children are not given enough time to think about and respond to staff's questioning. Younger children are not always given sufficient opportunity to express their own thoughts and ideas, particularly during craft activities.
- On occasions younger children's transitions between the indoor and outdoor play areas are not managed effectively by the staff. As a result, some children run around and older more confident children push one another as they line up to go outside.

What the setting needs to do to improve further

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

- provide children with more time to think about and respond to staff's questions, and enable younger children to express their own thoughts and ideas during craft activities
- review procedures to improve the transition for younger children when moving between the indoor and outdoor play areas.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke to staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspectors held a meeting with the manager and nursery administrator. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a parents during the inspection and took account of their views.

Inspectors

Ann Austen / Michelle Giles

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team and staff demonstrate a good understanding of the procedures for identifying and responding to concerns about a child's welfare. They implement rigorous selection and recruitment procedures to ensure staff are suitable to work with children. A number of staff hold appropriate qualifications. This enhances the quality of their teaching and supports them to help all children reach their full potential. Effective induction procedures support staff to understand their roles and responsibilities. Staff supervision meetings are held to monitor staff practice and identify training opportunities. Procedures are in place to monitor children's progress. This supports staff to address any gaps in children's learning in a timely manner.

Quality of teaching, learning and assessment is good

Children enjoy their time at the nursery and are motivated to learn and join in the activities provided. Staff introduce new vocabulary to younger children as they play and encourage them to use their developing language skills to talk about what they are doing. For example, they are beginning to talk to staff about their paintings and dough creations. Older children enthusiastically count, recognise shapes and communicate with confidence. They share their thoughts and ideas with their friends as they play. Younger children have fun exploring the shaving foam and paint. They develop their concentration and hand-to-eye coordination skills as they carefully pour water from one container to another. Children use tools, such as rolling pins and cutters with growing precision as they play with the dough. They eagerly use pine cones to make marks in the dough.

Personal development, behaviour and welfare are good

Staff work closely with parents as they gather information about the children's personal needs and stage of development on entry. They invite parents into the setting to support their child's transition from home. This successfully supports continuity in the children's care and development. Children develop friendships with their peers and are supported to learn to share and take their turn. Staff praise children for their efforts and achievements, which enhances their self-esteem. Children enjoy regular opportunities to play outside in the fresh air. They enthusiastically crawl through the tunnel and practise their balancing skills on the balance boards. Staff are beginning to use the local community to broaden children's range of experiences and develop their understanding of the wider world.

Outcomes for children are good

All children, including children who speak English as an additional language, make good progress in relation to their starting points. Staff prepare children with the skills they need to move confidently through the nursery and, eventually, on to school. Children are sociable, confident and learn to take responsibility as they help to tidy away the toys. They listen to instructions and concentrate during group activities. Older, most able children confidently link sounds to letters, naming and sounding letters of the alphabet.

Setting details

Unique reference number	EY438249
Local authority	Luton
Inspection number	1113621
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	36
Number of children on roll	37
Name of registered person	Jamia Islamia Ghousia Trust
Registered person unique reference number	RP531183
Date of previous inspection	14 July 2016
Telephone number	01582484617

Wonderland Day Nursery was registered in 2011. The nursery employs eight members of childcare staff. Of these, five members of staff hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 3pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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