

Wonderland Nursery

The Old Pond School, Barnsley Road, Cudworth, Barnsley, South
Yorkshire S72 8UT



Inspection date	19 September 2018
Previous inspection date	5 January 2016

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

The provision is good

- Children are very confident and enjoy their time at the nursery. They develop secure attachments to staff, which provide a strong foundation from which to explore the stimulating learning environment and lead their own play.
- Children are keen learners and staff are very responsive to them. They successfully use their interactions to motivate and challenge children's learning. Staff make suggestions, show children how to use resources and extend their language.
- The manager reviews all aspects of the nursery to identify areas for improvement. She uses detailed information about children's progress to plan training for staff and specific interventions that have improved children's speech and language skills.
- Staff work very closely with parents and other professionals to successfully meet the needs of children who have special education needs (SEN) and/or disabilities. They share strategies so there is consistent and effective support for children's behaviour and emerging communication skills.
- Children become independent and manage their own needs as they get older. Staff adapt their support for different children during mealtimes, getting ready to go outside and as they learn about daily hygiene routines.

It is not yet outstanding because:

- Staff do not always make the most of what they know about what fascinates children to meticulously plan for their rapid progress.
- Sometimes daily routines are not highly effective at meeting the learning needs of older children who have just started at the nursery.

What the setting needs to do to improve further

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

- make the most of high-quality, sharply focused observations of what fascinates individual children to make precise plans for their rapid progress
- evaluate more thoroughly the impact of daily routines on the quality of learning opportunities for older children who are new to the nursery.

Inspection activities

- The inspector observed the quality of teaching during the staff's interactions with children and assessed the impact it had on their learning.
- The inspector completed a joint observation of an activity with the nursery manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of staff working with children. She discussed the nursery's safeguarding procedure with staff and leaders.
- The inspector talked to children and staff throughout the inspection.

Inspector
Alison Byers

Inspection findings

Effectiveness of leadership and management is good

Leaders and managers are ambitious and work with staff to continually improve outcomes for children. They have reviewed the learning environment and made it easier for children to combine different toys and resources in their play. The nursery made good use of support from other professionals to improve the quality of teaching of early mathematics. Safeguarding is effective. Staff have a very good understanding of how to recognise and respond to concerns about children's welfare. Leaders rigorously implement procedures to ensure any issues are dealt with swiftly. The nursery has good links with several local schools that children move on to. Teachers visit children at the nursery before they start school and staff share detailed information about their progress.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's development to identify what their next steps in learning are and share these with parents. Older children delight in taking part in listening games that help staff plan what to do next to build each child's communication skills. Staff skilfully adapt their interactions with children to provide them with the right level of challenge. They carefully repeat key words and actions for babies as they play with bricks. Older babies hear more complex speech and instructions when they experiment with paint. Staff join older children in their play and help them count toys and try writing their names. They help children make connections in their thinking and extend children's interest in bubbles by drawing circles.

Personal development, behaviour and welfare are good

Children show they are determined and willing to have a go as they explore their environment. Staff take the time to investigate with children what they find under logs in the garden and help them solve problems. They support older children effectively to find a way to take turns with the favourite toy and model sharing for babies. Children respond to simple boundaries and musical games help younger children learn to listen carefully to instructions. Staff explain to children how to keep themselves and their friends safe by sitting carefully on the chairs. Children's individual preferences are taken into account, so they are all offered balanced and healthy food choices at meal times. Staff provide a variety of opportunities to help children become familiar with other cultures beyond their own community.

Outcomes for children are good

Children make good progress in their development, including those who have SEN and/or disabilities. Older children are well prepared for starting school. They develop the social skills they need to play with their friends and begin to form some of the letters in their name. Children for whom the nursery receives the early years pupil premium, benefit from targeted support to make sure any gaps in their progress are closing. Babies quickly develop early communication skills and are confident to move themselves around their environment. Toddlers refine their physical skills through their play, start to become more independent during mealtimes and begin to listen for longer periods of time.

Setting details

Unique reference number	EY253224
Local authority	Barnsley
Inspection number	10061469
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	52
Number of children on roll	74
Name of registered person	Wonderland Nursery Partnership
Registered person unique reference number	RP521206
Date of previous inspection	5 January 2016
Telephone number	01226 713 837

Wonderland Nursery registered in 2003. The nursery employs 15 members of childcare staff, of whom 14 hold appropriate early years qualifications at level 3 or above. Two have qualifications at level 5. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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