

The Wonder Years Preschool & Extended School CIO



The Bungalow, Westfield Lane, Wigginton, York YO32 2FZ

Inspection date	25 June 2019
Previous inspection date	12 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

This provision is good

- Staff provide children with an exciting range of resources and experiences indoors and outdoors. Children show high levels of enthusiasm as they move independently between activities. All children make good progress across all areas of their learning, including children with special educational needs and/or disabilities (SEND).
- Children are extremely well prepared for the next stages in their learning, such as starting school. They benefit from excellent partnerships between staff, teachers and parents and eagerly attend a selection of settling-in activity days.
- Children have developed secure bonds with their key person and the staff team. They thrive on consistent and specific praise and show confidence in their own abilities.
- Staff effectively support children to make very good progress in their personal, social and emotional development, particularly those children with SEND.
- The manager is an excellent role model for children and the staff team. He strives towards developing excellent teaching and has a clear ethos and vision for the future. Staff are supported effectively and are consistently encouraged to develop their skills.
- On occasion, staff miss opportunities to help children make rapid progress towards their individual learning goals.
- During group times, such as registration, staff do not reflect on the size of the group or children's position within the space. This means that some children are not able to participate as well as others, particularly those children who need specific support.

What the setting needs to do to improve further

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

- focus teaching more sharply on children's individual learning goals during their play and planned activities to help them make rapid progress
- reflect on and enhance group sessions to maintain high-quality teaching and learning for all children.

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 spoke to the children and staff throughout the inspection.
- The inspector completed a joint observation of an activity with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, including the setting's policies, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of leadership and management is good

The manager and leadership team are committed to driving forward improvements and have high expectations for children. For example, they regularly gather feedback from parents and complete robust monitoring to enhance safeguarding procedures. The manager has a good knowledge of safer recruitment and ensures that staff are aware of their responsibilities to protect children from harm. Staff have a thorough understanding of wider safeguarding issues and know how to report concerns about children's welfare. Safeguarding is effective. The manager precisely monitors the progress all children make. He uses this information to provide in-house training and support for staff to focus their teaching. Overall, this has a positive impact on children's progress, particularly in their developing mathematical skills.

Quality of teaching, learning and assessment is good

Staff have a thorough knowledge of children's interests and use this to plan stimulating activities for them. Outdoors, children thoroughly enjoy going on a nature hunt. Staff support children to extend their good language skills and understanding of the world. Children describe the things they find and accurately group and count the sticks, leaves and pine cones. Indoors, older children use the large computer independently. They show skills in using technology as they select the next shape in the pattern using the touchscreen. Staff have good partnerships with parents and other professionals involved with children. They use information from speech and language therapists and parental contributions to their children's assessments to provide one-to-one focused activities. This helps to close any gaps in children's learning.

Personal development, behaviour and welfare are good

Children have excellent levels of confidence and independence. They take an active part in their own self-care and show an emerging awareness of risk and safety. For example, when playing outdoors, children identify litter and discuss how this needs to be cleared away to protect small animals. Staff provide a warm, caring and nurturing environment. Resources and activities are carefully prepared to help children make choices about where they would like to learn. Staff actively promote children's good health. They encourage children to take regular drinks of water and discuss healthy choices at lunchtime. Children's behaviour is very good. They show kindness towards each other and can share with minimal support. Staff gather information about children's specific care needs and individual requirements. This helps to promote inclusion.

Outcomes for children are good

All children make good progress in relation to their starting points in learning. Children with SEND begin to develop their language and social skills. Older children have very good levels of concentration and independence. They develop the skills they need to start school. Overall, children are highly motivated and keen to learn.

Setting details

Unique reference number	EY477911
Local authority	York
Inspection number	10075991
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	3 - 11
Total number of places	44
Number of children on roll	375
Name of registered person	The Wonder Years PreSchool and Extended School Facility CIO
Registered person unique reference number	RP903038
Date of previous inspection	12 January 2016
Telephone number	01904 758717

The Wonder Years Preschool & Extended School CIO registered in 1992 and re-registered in 2014. The setting is based on the Wigginton Primary School site in York and employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above, including the manager. The setting is open from Monday to Friday during term time. Sessions are from 9am until midday and from 1pm until 3.15pm. Lunch club is offered from midday until 1pm. The breakfast-club sessions are from 7.40am until 9am, and the after-school club is from 3pm until 6pm. A holiday club runs during the school holidays from 8am until 6pm, Monday to Friday. The setting provides funded early education places for three- and four-year-old children.

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