

Wonderland Daycare Nursery

6 Strathmore Walk, LUTON, Bedfordshire LU1 3PD



Inspection date	26 June 2019
Previous inspection date	15 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 promote children's personal, social and emotional development well. Children develop a strong sense of belonging. They form close bonds and attachments with staff and other children. Babies settle quickly and demonstrate that they are happy.
- Self-evaluation is accurate and includes the views of others. The staff reflect on the feedback they receive from parents and other professionals and they continually update their action plans. Regular staff and room meetings encourage staff to review their practice. This promotes continuous improvement.
- Children's progress and achievements are good. Staff engage children in activities and experiences that interest them. For example, they encourage children's speech and language through regular singing and story times. This has a positive impact on children's growing vocabulary.
- Children benefit from good opportunities to develop and maintain a healthy lifestyle. The nursery cook provides a balanced range of healthy, nutritious food and staff are aware of children's individual dietary needs. As a result, children eat well and have their individual needs met.
- Partnerships with other professionals are good. Staff work closely with the local authority. In addition to this, they encourage regular communication with local school teaching staff. This supports young children and enhances the transitions they make when moving on to their next stage of learning.
- On occasions, staff do not recognise when to adjust their teaching to present further challenge for older or most-able children.
- Staff do not use all available opportunities for children to develop their mathematical development during activities and experiences.

What the setting needs to do to improve further

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

- adapt teaching to provide further challenge for older or most-able children
- extend opportunities for children to develop their understanding of mathematics.

Inspection activities

- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager and together they evaluated the quality of teaching.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.

Inspector

Jo Rowley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the signs and symptoms of abuse. They know what to do if they have concerns about the welfare of children in their care. Recruitment and induction procedures are robust. The manager monitors staff through observations, discussions and regular supervision meetings. She supports staff to develop their ongoing skills through effective training opportunities. The manager ensures that staff are suitable to work with children. This promotes children's safety. Staff have effective partnerships with parents. They provide regular opportunities for parents to be involved in their children's learning. For example, staff regularly share future activity plans and topics with parents. This enables parents to extend children's learning at home. Parents speak highly of the staff team. They praise the strong bonds that their children have established with staff and the effective handovers they receive. Parents appreciate the consistency of the key-person system.

Quality of teaching, learning and assessment is good

The well-qualified staff team is aware of children's likes and interests. Staff plan well for children's next steps in learning, both inside and outside. Staff observe children regularly and assess the good progress they make. Children have good opportunities to develop their physical skills. They explore the outside environment, including a new mud area, with great interest. Children show good levels of independence as they use a wide range of tools and equipment to dig and scoop the soil and stones. They confidently transport mud from one area to another and talk to staff about the mud and the 'chocolate pies' they make. Additionally, staff model appropriate language and interact with children effectively. This has a positive impact on children's communication and language development. Young babies shriek with delight as staff introduce action rhymes to their play. They anticipate what is coming next and are highly motivated to join in.

Personal development, behaviour and welfare are good

The well-established key-person system is effective. Staff have clear responsibilities for individual children but demonstrate a good knowledge of all children in their care. Children behave well. They listen to staff and show a good understanding of the boundaries staff implement. Children show care and concern for other children. For example, they welcome their peers with a smile or a hug on arrival at nursery. This has a positive impact on children's emotional well-being. Children follow daily routines, which include handwashing before eating and after toileting. This helps children to understand the importance of good hygiene practice.

Outcomes for children are good

All children make effective progress in their learning given their starting points and capabilities. Children are enthusiastic and show good levels of concentration. They make up their own games and eagerly join in with experiences that support them in acquiring the key skills they need for school. Children are imaginative. They enjoy role play and happily share their ideas with staff. This promotes children's creative skills.

Setting details

Unique reference number	105257
Local authority	Luton
Inspection number	10085829
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	0 - 4
Total number of places	42
Number of children on roll	46
Name of registered person	Wonderland Daycare Nursery Co-op Luton Ltd
Registered person unique reference number	RP523427
Date of previous inspection	15 November 2018
Telephone number	01582 458555

Wonderland Daycare Nursery registered in 1997. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, from 8.30am until 5.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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