

Wonderland Nursery Ltd

Wonderland Nursery, Wakefield Road, Staincross, BARNSELEY, South Yorkshire S75 6DJ



Inspection date	5 July 2019
Previous inspection date	18 September 2017

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

- Parents' comments about the nursery are positive. They feel their children are well cared for and kept safe. They express how happy their children are and that their children love to attend nursery.
- Staff have a good awareness of safeguarding issues so that they protect children from harm and promote children's welfare.
- Staff work well with other professionals involved in children's care and learning, including supporting children who may need additional support. As a result, children's individual needs are met and children are making good progress in their learning and readiness for school.
- Children are happy. They approach their play with enthusiasm, and they have a positive attitude towards their learning. They thoroughly enjoy playing with the wide range of activities and resources on offer.
- Children are encouraged to make healthy choices, and they have good opportunities to be active. Older children are learning about the importance of exercise and eating well and how these impact on their health, growth and development.
- Staff support children's transitions well so that children are emotionally ready for their next stage in learning. Staff support children when settling in to nursery, moving rooms and when preparing for school.
- Leaders, managers and staff are keen to improve the service, their skills and provision. However, action planning is not yet pursuing excellence in a timely, focused and targeted manner to support them in achieving their goals and ambitions.
- Staff are not always using information from parents to assess children's starting points when they first start to attend. Therefore, planning for children's learning needs is not optimised to support them to make more rapid progress.

What the setting needs to do to improve further

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

- develop the action plans for improving the quality of provision and teaching by ensuring that areas to improve are timely, focused and targeted and bring about the pursuit of excellence for all
- make better use of information parents share about their child's progress when assessing children's starting points to support planning for their even swifter progress.

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 carried out a joint observation with the manager.
- The inspector held discussions with the nominated individual, directors, manager, staff and children.
- The inspector looked at relevant documentation, such as action planning, children's records and evidence of the suitability of staff.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Helen Blackburn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding arrangements are effective. Staff provide a safe and clean environment for children to play. They regularly risk assess and implement effective policies and procedures to promote children's welfare and safety. Staff are knowledgeable about the signs of abuse and neglect and other safeguarding issues, such as children being vulnerable to extreme views. They work closely with other professionals to safeguard children, and they ensure any concerns are reported appropriately. Staff access a varied range of training courses to promote their professional development. Areas from the last inspection have been addressed well. For example, the outdoor area now provides more learning experiences for children. Staff regularly monitor individual children's progress, as well as the progress of different groups of children. They use additional funding for disadvantaged children well. For example, additional resources and activities to support their development in mathematics and understanding the world are helping to narrow any gaps in achievement.

Quality of teaching, learning and assessment is good

Staff regularly observe, assess and monitor children's progress to support them in effectively planning for children's next steps in learning. Staff are actively involved in children's play and their teaching skills are good. As a result, children are progressing well in their learning. Staff skilfully question older children to help them to work things out and solve problems when building with the bricks. Staff interact well with the children, which contributes to supporting their communication skills. Babies respond well to these interactions through babbles and repeating simple words. Older children are confident speakers, and they engage easily in conversations. They confidently tell the inspectors what they like to do at nursery. Staff have good relationships with parents and they provide regular updates to parents on their child's progress.

Personal development, behaviour and welfare are good

Staff provide a stimulating, caring and welcoming environment for children, and they deploy themselves well to meet children's needs. Staff have good relationships with the children, and they know them well. They are sensitive to children's individual routines, and children are happy and settled in their care. Children behave well and they are learning about sharing, being kind and respectful of others. Children have positive relationships with their peers. Older children play cooperatively together, and they follow rules, such as helping to tidy away the resources. Meals and snacks are nutritious and regularly reviewed to promote children's health and to offer variety. Children adopt good hygiene routines, and they are learning about keeping themselves safe. They know why they need to wear hats and drink plenty of water when playing in the sun.

Outcomes for children are good

Children are making good progress in their learning. They are confident and independent learners. Younger children thoroughly enjoy exploring a wide range of different textures to develop their sensory skills. Older children use their imaginations as they create houses and dens for the animals. Children enjoy number songs and, during a range of activities, they discuss mathematical concepts, such as 'empty' and 'full'.

Setting details

Unique reference number	EY464523
Local authority	Barnsley
Inspection number	10093889
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 - 5
Total number of places	89
Number of children on roll	86
Name of registered person	Wonderland Nurseries Limited
Registered person unique reference number	RP532741
Date of previous inspection	18 September 2017
Telephone number	01226 388399

Wonderland Nursery Ltd registered in 2013. The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

