

Inspection of Wonderland Children's Day Nursery (UK) Ltd

57 Holyhead Road, Wednesbury, West Midlands WS10 7DF

Inspection date: 14 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and safe at the nursery. They separate well from their parents, and enjoy the warm welcome and cuddles from staff. Children behave well. They quickly respond to the gentle reminders that staff provide for any unwanted behaviour.

Children freely access resources that support their interests throughout the nursery. However, the quality of educational experiences that children receive are inconsistent. Children in the two- to three-year-old rooms do not have consistently good support in some areas of their learning. They do not receive targeted support in their communication and language development. This limits the progress they make, particularly for the most disadvantaged children and those who speak English as an additional language.

In other areas of the nursery, the educational programmes help children to make better progress and prepares them for their future learning. Babies and toddlers are motivated to move and enjoy activities that help them to strengthen their leg muscles. As they progress, they benefit from further challenge, such as climbing up steps and getting on and off ride-on equipment. Toddlers also join in with songs and enthusiastically play musical instruments as they sing along with staff. Pre-school children develop exciting storylines with friends as they play together. For example, they pretend they are doctors and know that a stethoscope is used to check on a person's heartbeat.

What does the early years setting do well and what does it need to do better?

- Leaders do not use self-evaluation effectively to identify where practice needs to be improved within the nursery. They do not monitor the quality of children's education closely enough to identify where practice is not consistently good.
- Staff receive some training. For example, staff working with babies have recently extended their understanding of how to use books to support babies' early language development. However, leaders have not extended this training to all staff, including those working in the two- to three-year-old rooms. They have not identified that some staff need more targeted support to consistently deliver good-quality learning experiences to children.
- Staff complete regular observations of children's achievements. However, staff in the two- to three-year-old rooms are not clear about what children need to learn next in order to plan effectively for their development needs. This means some staff do not ensure children gain the most from the learning experiences, particularly for communication and language. That said, children do gain the basic skills necessary to prepare them for their future education. Staff working with children in other rooms have a deeper understanding of what they want

children to learn and how they will help them to progress. For example, staff challenge pre-school children with their language development. Children learn the meaning of new words, such as 'tentacles' and 'resolution'.

- Staff do not provide sufficient information on children's two-year-old progress checks. This means health visitors, parents and other practitioners are not fully informed about some gaps in children's development.
- Leaders and staff have implemented thorough cleaning routines to support children's health in response to the COVID-19 (coronavirus) pandemic. Children learn about keeping themselves and others safe, and the importance of regular handwashing.
- Children form friendships and learn to share and take turns. They are sociable and eagerly involve other children and adults in their play.
- Staff provide regular opportunities for children to be physically active. Children enjoy throwing and kicking balls in the outdoor area. They experiment with balance bicycles and try pushing themselves up a steeper slope. Children concentrate on activities that require them to use their small-muscle skills, such as using tweezers to push matchsticks into dough. Pre-school children learn how to use scissors safely. Babies handle crayons and experiment with mark making.
- Staff have positive partnerships with parents. They keep parents updated about children's care needs and routines. Parents appreciate how staff listen to them and are readily available for discussions about their children. Staff gather important information from parents about their child's care needs, allergies and medical needs. Staff promote children's well-being. They follow the clear systems that are in place to administer medications to children.
- Children gain confidence in their own abilities and develop their independence. Staff help them learn to manage their self-care routines, such as using the toilet and the importance of regular handwashing. Children learn to drink from unlidged cups and enjoy greater responsibility as they progress through the nursery, such as serving their own meals.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know how to recognise signs that a child might be at risk of abuse and neglect. They know about wider safeguarding concerns and those related to the 'Prevent' duty. Leaders and staff understand the procedures for reporting any concerns they might have and work closely with other agencies involved in children's welfare. Staff have a clear understanding of how to report any concerns about a colleague. Leaders make suitable checks when they recruit new staff to ensure they are suitable to work with children. Staff complete regular risk assessments to ensure that the areas that children use are safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve monitoring of the quality of children's education and staff practice, to identify weaknesses and target support and training effectively	14/10/2021
ensure staff are clear about what children need to learn next and use this information to plan more effectively, particularly when planning the curriculum for two- to three-year-olds communication and language development	14/10/2021
ensure the two-year-old progress check is sufficiently detailed, to inform other professionals and parents about gaps in children's development.	14/10/2021

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

- use self-evaluation more effectively to identify strengths and weaknesses within the nursery, and where action for improvement is needed.

Setting details

Unique reference number	EY359697
Local authority	Sandwell
Inspection number	10198437
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 at time of inspection	0 to 4
Total number of places	100
Number of children on roll	155
Name of registered person	Wonderland Children's Day Nursery (UK) Ltd
Registered person unique reference number	RP527204
Telephone number	01215 566222
Date of previous inspection	20 December 2016

Information about this early years setting

Wonderland Children's Day Nursery (UK) Ltd registered in 2007. The nursery employs 21 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. It receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Anne Dyoss
Emma McCabe

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The inspection was completed following a risk assessment of concerns received.
- The manager and the inspectors completed a learning walk together. The inspectors observed teaching practices and considered the impact these have on children's learning.
- The inspectors held discussions with the leaders, staff, children and parents.
- The inspectors sampled some of the setting's documentation, including the safeguarding policy and procedures.

We carried out this inspection 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.

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