

Inspection of Wingerworth Wonder Years

1a Welbeck Drive, Wingerworth, Chesterfield S42 6SN

Inspection date: 4 August 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children smile and chatter with their peers, staff and visitors. They talk about what they have learned as they delight in remembering the life cycle of a butterfly, using words, such as cocoon and chrysalis, confidently and correctly. With the support of skilled staff children make links between the topics they have studied. Older children learn about healthy eating and the effect this has on their bodies. Staff are now extending this learning and helping older children to make connections between the healthy eating topic and their current Olympians and sports topic. Babies return time and time again to well thought out activities designed to develop their exploratory instincts and concentration. They find ice cubes fascinating and enjoy feeling them with their hands and in their mouth. Throughout the nursery, children learn about routines and develop an understanding of rules that help them to stay safe that work towards them being thoughtful members of society. They know about using 'walking feet' and having 'big hearts', which, with the support of staff, helps them to share and take turns when playing, for example with a large ball. Children are well supported by staff to understand what hazards are and the possible consequences of their actions. Children have a developing understanding of what is acceptable behaviour and are confident to seek support from adults to help them to work out what is fair. Children who need more support to manage their emotions, occasionally, struggle when staff do not organise themselves to be on hand to help.

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

- During the COVID-19 (coronavirus) pandemic, the manager changed how the nursery is organised for children aged from two-years-old to four-years-old. Two separate groups were created. A whole team review identified that the new organisation was having a positive impact on children's development and staff's ability to focus on their key children's learning needs. Children have developed strong bonds with their key person and staff can now provide more relevant support for the children.
- All staff have a secure understanding of how children learn and develop. They break down what the children need to know and do in order to achieve their next step in learning. The manager aspires for all children to become independent. Babies develop close bonds with their key person, as their confidence grows they are supported to separate from staff. Children in the two-year-old room confidently use their growing vocabulary to ask for help, for example, they ask an adult to rock them when they want to go to sleep. Children in the oldest age group are independent in self-care skills and their play. A group of children devised a ball game and worked out who would throw the ball to who with little adult intervention.
- Since the last inspection, the manager has improved her knowledge of reporting

procedures where concerns are raised about the welfare of a child. She now notifies Ofsted and other agencies, such as social care, about concerns. She works closely with other agencies to increase the chances of a positive outcomes for the children.

- Very occasionally staff do not organise themselves well enough when working with children at a group activity. For example, children are not positioned where they can all take an active part. In addition, a small number of times, children's learning is disrupted because staff do not make sure that they are available to support children who struggle to manage their emotions.
- Parents speak highly of the staff and the manager. They appreciate the open communication they have with their child's key person and the way staff strive to meet their children's routines. Parents feel supported to help their children to continue learning when they are at home. Transitions are managed with parents and children fully in mind. For example, parents whose children attend for half day sessions are encouraged to extend the hours their child attends so that they are better prepared for a full day at school.
- Staff use imaginative ways to develop children's experience of the wider world. Alongside trips to places such as a farm, they walk in the local area, exploring the environment around them. Staff use the experiences to introduce new knowledge to children. For example, during a walk the children found a caterpillar, which prompted great interest. Staff bought caterpillars and children watched and nurtured them through to the butterfly stage. This completely captivated the children involved and they still talk about the caterpillars.
- The manager monitors staff and children's development by regularly observing them and meeting with staff to discuss their work. Staff are encouraged to work towards higher childcare qualifications. They also have access to a broad range of learning and development materials, which they use regularly.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have secure knowledge and understanding of their roles and responsibilities in regard to safeguarding and protecting children's well-being. Staff know what the indicators of abuse are, what the nursery procedures are and who they can contact in the local authority. The nursery is safe and secure. Staff help children to develop an understanding of consequences linked to their actions and why they have rules to help them to stay safe. Older children know they cannot have phones and other devices in nursery because of risks online. Staff know about the indicators that a child may be living in a household where extreme views are held and if a child may be at risk of harm through illegal practices.

What does the setting need to do to improve?

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

- support staff to plan their deployment more effectively when whole group activities take place so that all children can engage and benefit fully from the learning experience
- develop staff confidence to respond promptly to help children to manage their emotions and behaviour so that learning for others is not disrupted.

Setting details

Unique reference number	EY545465
Local authority	Derbyshire
Inspection number	10144196
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 9
Total number of places	48
Number of children on roll	41
Name of registered person	Chesterfield Child Care Limited
Registered person unique reference number	RP535372
Telephone number	01246 472712
Date of previous inspection	12 December 2019

Information about this early years setting

Wingerworth Wonder Years registered in 2017 and is located in Wingerworth, Derbyshire. The nursery employs 14 members of childcare staff. Of these, one holds a childcare qualification at level 5, two hold a childcare qualification at level 4, nine hold level 3 childcare qualifications and two hold level 2 childcare qualifications. The nursery opens Monday to Friday from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Smith

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the nursery.
- The inspector carried out a learning walk with the manager to find out about the curriculum in the setting, and held a short meeting with the manager to discuss safeguarding procedures, and children's and staff's development.
- At appropriate times during the inspection, the inspector spoke to staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector reviewed documentation relating to the suitability and qualifications of staff working in the nursery, including the number of staff with a current first-aid qualification.

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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