

Inspection of Wonderland Nursery

Mehria School, 23 Westbourne Road, LUTON, Bedfordshire LU4 8JD

Inspection date: 2 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle in well and make good progress from their starting points, during their time at the nursery. They show that they feel safe and settled in the nursery as they enjoy exploring interesting things around them, such as autumn leaves in a tray. They learn information that they easily recall and build on over time. For example, children explore 'We're Going On A Bear Hunt' and recall the story. They build on this to pick out the features of a bear and point out the bear's nose, eyes and ears. They show good knowledge of positional language, as they explain the difference between going over, under and through different obstacles in the story.

Children enjoy play outdoors and indoors. They explore making marks outside with paint and chalks, and learn to use different tools, such as scissors, safely and carefully. Older children show their increasing understanding of the world around them as they describe different features of growing things, such as plants and vegetables.

Staff help children to feel safe at nursery. Any child who is unsure is comforted and staff help children understand why visitors may come to the nursery. Children are inquisitive and staff help them to learn to solve problems and ask appropriate questions to extend their learning.

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

- Children's communication and language development is strong. Managers have identified and are tackling gaps in children's speaking and listening that they have seen during the COVID-19 pandemic. For example, they use flashcards and object recognition games to help children broaden their vocabulary. Children who were less confident to work with others when they joined are now starting to play with other children, and to make friends.
- There is a large programme of professional development in place for staff that focuses specifically on core skills and knowledge. Staff appreciate regular discussions with their line manager to review their knowledge and practice. Staff know how to share any concerns they may have about children's development or well-being and are confident to raise any areas that they feel need addressing in the nursery. They know how to seek external support to help children at risk of falling behind.
- The management is currently introducing a new and more bespoke curriculum. Staff follow the closely-planned activities successfully and they help children develop knowledge to help them in what comes next. For example, children learn the different sounds that letters can make and put these together to support early reading. Staff read to children in lively voices and ask interesting questions to engage children with the story. However, some staff are not yet

confident to adapt activities to follow children's spontaneous interests. Occasionally, more confident children dominate the activities and this is not always quickly addressed by staff.

- Children behave extremely well and understand what is expected of them. They are kind to their friends and welcome visitors to the setting. They help to tidy up and look after their toys. Children are becoming increasingly independent, happily feeding themselves and managing their own self-care needs.
- Parents are positive about the care and education that their children receive. They comment on staff's commitment to keeping in touch during closures related to COVID-19. They appreciate how involved they are able to be in their child's education. Managers provide regular opportunities for feedback to parents, such as parents' evenings and sessions where they can come and their child can show them around their classroom.
- Children are knowledgeable about healthy lifestyles. They know what foods are good for them and share their knowledge about how to look after their teeth. Children are enthusiastic about their learning and share their ideas with adults and each other. They enjoy exploring features of the world around them. They are learning about how they grow over time and can explain how the world around them changes according to the seasons.

Safeguarding

The arrangements for safeguarding are effective.

Staff undergo child protection training and understand how to recognise and refer any signs of concern about children's safety and well-being, to appropriate agencies. Managers provide regular training to staff and review safeguarding matters through regular supervisions and staff meetings. They know how to respond to any issues relating to staff suitability and they know how to address any concerns that staff may raise about adults who work with children. There are clear procedures in place to monitor any emerging concerns and to report these promptly to protect children.

What does the setting need to do to improve?

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

- review the flexibility of planning arrangements to enable staff to respond to children's spontaneous and developing interests more successfully
- help staff to manage group activities to promote the engagement of more and less confident children equally.

Setting details

Unique reference number	EY438249
Local authority	Luton
Inspection number	10210670
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	120
Number of children on roll	31
Name of registered person	Jamia Islamia Ghousia Trust
Registered person unique reference number	RP531183
Telephone number	01582484617
Date of previous inspection	11 October 2017

Information about this early years setting

Wonderland Nursery was registered in 2011. The nursery employs 10 members of childcare staff. Of these, seven members of staff hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 9am to 3pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

Information about this inspection

Inspector

Naomi Brown

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The early years inspection of Wonderland Nursery was aligned with the school inspection of Mehria Primary School (URN: 134289) which operates in a separate part of the building. The school provides education for children between five and eleven years old. This provision is inspected and reported on separately.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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