

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

57 Holyhead Road, Wednesbury, West Midlands WS10 7DF

Inspection date: 18 May 2022

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

What is it like to attend this early years setting?

The provision is inadequate

Leaders fail to refer safeguarding concerns to the relevant agencies. This puts children at risk of harm. Supervision of children is poor. For example, on two occasions, staff have failed to notice, for some time, that children have been left unsupervised in a bathroom. Hazards in the environment are not identified and removed. Babies are placed at risk as staff do not make regular checks on them while they are sleeping. Babies' needs are not met. They cry for long periods throughout the day. Too often, babies who need comfort sit alone and become more distressed as staff try to manage the unsettled group alongside routine tasks. This does not support their emotional well-being or help them to feel safe and secure.

Behaviour is not managed effectively. Children's learning is interrupted frequently by children who hit out. Although staff provide activities throughout the nursery, too often they do not offer enough challenge to extend children's knowledge beyond their current capabilities. In the baby room, when staff attempt to hold a singing session, babies cry throughout the whole activity.

Children fail to make the progress they are capable of and develop a negative attitude towards their learning, including children with special educational needs and/or disabilities (SEND). Nevertheless, children learn about healthy lifestyles. They are provided with nutritious meals. At times during the day, children enjoy playing outside in the fresh air.

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

- Leaders fail to ensure that staff, including the manager, who is also the designated safeguarding lead, have sufficient knowledge about safeguarding procedures. Staff, including the manager, fail to make referrals to the appropriate agencies when required. They do not know how they can help to protect children from extreme views and behaviours, child exploitation and female genital mutilation. This puts children at significant risk of harm. The provider has failed to notify Ofsted of significant events, as required.
- Leaders do not provide effective supervision of staff to identify their professional development needs. In addition, they do not ensure that staff have the specific training and experience to work with babies and children under two years of age. This results in a chaotic, noisy environment which does not support babies' emotional well-being or help them to feel safe and secure.
- Performance management is inadequate and does not tackle poor practice. For example, measures put in place to ensure staff supervise children appropriately are not effective. Staff, have not received specific training in working with babies and become overwhelmed. This has a negative impact on staff's ability to

provide tailored care and learning experiences for all children. As a result, some children wander around without purpose.

- Children's safety is not assured. For example, babies are not checked regularly during sleep times. Risk assessments of the premises are ineffective. Children are exposed to hazards, such as cleaning products and plastic bags, that are left within their reach.
- Staff do not manage behaviour effectively. When children are hurt by another child, staff do not have effective strategies in place to manage this. Consequently, this behaviour is repeated frequently.
- The key-person system is not effective, particularly for children under two years of age. Babies do not receive the care and attention they need. They are not provided with targeted opportunities to make the progress they need in their learning and development.
- The manager has devised a curriculum that covers all areas of learning. However, although staff are aware of the type of activities children like, there is little focus on what they need to learn. Planned activities are not carefully sequenced to build on children's existing knowledge or skills. For example, children are asked to draw a circle in the sand, despite them not being able to recognise basic shapes. Staff focus on holding a pencil effectively, as opposed to developing young children's fine motor skills first. This does not help children, including the most vulnerable and those who receive government funding, to make the progress they are capable of. Children with SEND do not receive the support they need. For example, the manager does not seek support from outside agencies in a timely manner.
- Activities lack challenge and interest. For example, in the 'clever cats' room, children take part in an adult-led activity to make dough. They become bored as they wait for one bowl to be passed around several children. When the bowl reaches each child, they tip some flour into the larger bowl. There is limited interaction from staff. Children pick up the resources in the centre of the table but are told repeatedly to leave them. A child says they need to add paint to the flour and is told, 'No, that's wrong'. This does not help to encourage children to contribute their ideas and opinions or motivate them to join in discussions, build their confidence or help to extend their language skills.
- The noise level in all rooms is too loud. When adults or children speak to each other, they have to raise their voices to be heard. This does not support children's developing listening and language skills.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff do not have a secure knowledge and understanding of safeguarding. They do not know how to identify the possible signs and indicators that a child may be at risk of harm from abuse, including female genital mutilation, child exploitation and extreme views. Staff, including the manager, do not ensure that concerns are referred to the appropriate agencies when needed. This means they are unable to protect children from potential harm. Children's safety is not a

high priority. Babies are not checked often enough while sleeping. Hazards, such as cleaning materials and plastic bags, are within children's reach. Children are not supervised effectively at all times. However, staff are vigilant about children's allergies during mealtimes.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that the designated safeguarding lead has received appropriate child protection training, to enable them to meet their responsibilities and to provide support, advice and guidance to other staff on safeguarding issues	17/06/2022
ensure all staff, including the manager and designated safeguarding leads, are able to identify signs of possible child abuse and neglect, and understand the procedures to follow to protect children, so that concerns are referred promptly to the correct agencies	17/06/2022
ensure that safeguarding concerns are referred to the correct agencies	17/06/2022
ensure babies are frequently checked while sleeping, to ensure they are safe	17/06/2022
remove or minimise hazards that children are exposed to, such as cleaning products and plastic bags	17/06/2022
ensure staff are deployed effectively and children are well supervised at all times	17/06/2022
ensure behaviour is managed in an appropriate way	17/06/2022

improve the key-person system to provide all children with tailored care and learning that meets their individual needs	17/06/2022
provide training support and coaching for all staff to ensure that they have appropriate knowledge, skills and understanding to fulfil their roles and responsibilities	17/06/2022
improve systems for performance management to tackle poor practice	17/06/2022
ensure at least half of all the staff working with children under two years of age have received training that specifically addresses the care of babies	17/06/2022
ensure children who need additional support, including those with SEND, receive the help they need.	17/06/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that the curriculum is implemented effectively to build on what children know and can do, so all children benefit from good-quality learning experiences	17/06/2022
provide activities and experiences that are challenging and stimulating, and support children to make good or better progress.	17/06/2022

Setting details

Unique reference number	EY359697
Local authority	Sandwell
Inspection number	10203911
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	163
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	14 July 2021

Information about this early years setting

Wonderland Children's Day Nursery (UK) Ltd registered in 2007. The nursery employs 25 members of childcare staff, 20 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. The setting receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Karen Laycock
Jacqueline Coomer

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager, provider and inspectors completed a learning walk to understand how the setting operates and how the curriculum is organised. The manager and the inspectors carried out a joint evaluation of activities together.
- The manager and the inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors held discussions with the manager and staff throughout the inspection. They looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspectors took account of the views of parents spoken to on the day. They also spoke to children about their experiences 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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