

Inspection of Wonder Years Nursery and Holiday Club

807 Foleshill Road, Coventry, West Midlands CV6 5HS

Inspection date:

20 October 2022

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 play in a safe and welcoming environment. Relationships between staff and the children are positive. Staff observe children and assess their stages of development. However, the quality of teaching is not consistent across the large staff team, and some staff do not effectively challenge children or provide activities that inspire them. Consequently, children are not consistently supported by staff to extend their learning in accordance with what they have already achieved. Nevertheless, children with special educational needs and/or disabilities (SEND) receive good support so that they make as much progress as they can.

Children learn to manage simple tasks for themselves and develop self-care skills. Young children gain confidence to choose from the activities available for them. They periodically seek out staff who offer one-to-one attention and boost the children's self-confidence with praise and encouragement. Children learn to share and take turns. However, staff do not consistently adopt effective strategies for managing unwanted behaviour.

Children rest and sleep according to their different needs, and staff meet children's care needs well. Children are physically active every day in the large outdoor play area. However, staff do not make the most of the area as a valuable learning environment for children. Children practise their handling skills while playing with a variety of toys and tools.

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

- The provider, who is also the manager, and the deputy manager ensure that children are well cared for in a welcoming environment. However, arrangements for the supervision of staff are not effective enough in providing staff with the coaching and guidance they need to ensure that teaching is consistently good. Nonetheless, children acquire the necessary skills for their future learning. The deputy manager is the nursery's special educational needs coordinator (SENCo), and she works successfully with staff and parents to make sure that children, including children with special educational needs and/or disabilities (SEND), receive the additional support that they need.
- Staff are not consistent in their approach to tackling unwanted behaviour. Children are not given consistent messages regarding expected behaviours. This results in some poor behaviours not being addressed appropriately. Staff do not check that children understand why their behaviours are not acceptable.
- Staff provide art and craft play materials for children. However, when some staff invite young children to take part in planned painting activities, the outcome takes priority over the children's experience.
- Some older children struggle to focus. They show no interest in some activities,

and, at times, staff disrupt their play too soon. This impacts on children's ability to fully immerse themselves in their learning.

- Staff do not fully support young children's sensory exploration. For example, they provide paint in a small pallet for five two-year-old children to share and ask the children to dip their fingers in the paint and then print on their small pieces of paper. Some children delight in spreading paint over the palms and backs of their hands. This incidental exploration of the texture of liquid paint goes unnoticed by staff, who ask children to move away to wash their hands once they have covered their paper with paint.
- Children's language skills are developing well. Young children receive effective support as they progress from putting two or three words together to forming short sentences. Staff support older children's speaking and thinking skills. For example, when they ask questions, they give children time to consider how they want to respond and put their thoughts into words. Older children readily use mathematical language while they play.
- Children learn about equality and diversity. Staff provide activities that build on children's understanding of the different festivals that their peers may celebrate. Children beam with pride when they share their own Rangoli patterns they have created for Diwali.
- Parents are happy with the provision. They speak positively about the information shared with them regarding their child's development. Parents appreciate the settling-in procedures that help their children to feel emotionally secure.
- Records, policies and procedures required for the safe management of the provision are appropriately implemented. However, the provider has failed to notify Ofsted of a significant event, which is a requirement of their registration. The company that is responsible for the provision added two directors in 2021, and they are not known to Ofsted. However, the impact on children's safety and welfare is negligible because they have no role in decision-making or the operational management of the setting. They do not visit the setting and they have no contact with children.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the internal and the local referral procedures to follow if they have a concern about a child. Staff are aware of the duty to prevent children being drawn into situations that put them at risk. The provider makes sure that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks, indoors and outdoors. Recruitment and selection procedures meet requirements.

What does the setting need to do to improve?

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

| | Due date |
|---|-----------------|
| provide some staff with the support, coaching and training they need in order to improve the quality of teaching | 30/11/2022 |
| ensure that all staff are knowledgeable about strategies for managing children's behaviour in an effective and consistent way | 30/11/2022 |
| develop practice for supporting children in exploring, investigating and developing their own ideas. | 30/11/2022 |

Setting details

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|--|---|
| Unique reference number | EY279540 |
| Local authority | Coventry |
| Inspection number | 10234778 |
| 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 | 1 to 7 |
| Total number of places | 142 |
| Number of children on roll | 136 |
| Name of registered person | Wonder Years Nursery & Holiday Club Ltd |
| Registered person unique reference number | RP910586 |
| Telephone number | 024 7668 8111 |
| Date of previous inspection | 28 October 2016 |

Information about this early years setting

Wonder Years Nursery and Holiday Club registered in 2004. It employs 30 members of childcare staff, 26 of whom hold appropriate early years qualifications, ranging from level 2 to level 6. The nursery opens all year round, Monday to Friday, from 7am until 5.30pm. The holiday club operates for school children during school holidays, except for Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Jan Burnet
Katherine Wilson

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 deputy manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- Children spoke with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting and looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspectors carried out joint observations of group activities with the deputy manager.
- The inspectors took account of parents' views.

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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M1 2WD

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