

Inspection of Wonderland Preschool

Coombes Community Centre, Burns Road, Royston SG8 5PT

Inspection date: 10 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at Wonderland Preschool. They show that they feel safe and are very happy and settled. They behave very well. They enjoy group times, where they happily join in with the 'morning song'. Children discuss the weather and offer ideas about the clothes they need to wear outside. They are fascinated by the snow. Staff introduce new vocabulary as they watch the snowflakes 'swirling' around outside. Children look at the snowflakes carefully, using magnifying glasses. They have great fun playing together in the snow. Children have many opportunities to develop their physical skills and get plenty of fresh air.

Children spend long periods of time concentrating and enjoying their play. They enthusiastically explore the play dough, making marks with different tools. They use their imaginations well as they act out real-life experiences. Children enjoy caring for their baby dolls, using the many role-play resources. They play well together with a large cardboard box that they have made into a garage. Children learn to recognise numbers in their play, such as the price labels at the 'car wash'. They put their coats on, ready for outdoor play, wash their hands before meals and sit and eat their packed lunches with their friends. Children learn the key skills that will help to prepare them for later learning.

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

- The manager and staff are dedicated and enthusiastic, They have high expectations of what children can achieve. All children make good progress, including children with special educational needs and/or disabilities, children who speak English as an additional language and children who are in receipt of additional funding. The manager uses this funding effectively to support children in making the best possible progress.
- The curriculum reflects children's needs and interests. Staff understand that since the COVID-19 pandemic, some children need further support with their language skills and their personal, social and emotional development. Many of the children attending are quite young and some are new to the pre-school. Flexible settling-in periods and the high ratio of staff to children help to ensure that children have a happy and enjoyable introduction to their early education.
- Staff regularly monitor children's progress. They make effective use of the progress check for children aged between two and three years to identify any gaps in children's learning. However, assessment procedures on entry are not precise enough to enable staff to plan for children's next steps from the beginning.
- Staff provide an exceptionally warm and nurturing learning environment, where children's well-being is given high priority. Children are encouraged to talk about their emotions. They point to pictures to explain how they are feeling. Staff help

them to understand that it is okay to feel angry or sad.

- Children enjoy outings in the local area. Staff use these opportunities to introduce ideas and spark their curiosity and imagination. For example, children fondly recall walking into town at Christmas time, looking for the elves in the shop windows. They enjoy scavenger hunts, looking out for items such as a leaf, a bird or a red car.
- Staff skilfully support children's early literacy skills. Children enjoy listening to stories and join in with songs and rhymes. Staff use sign language to extend younger children's communication skills. Older children explore the various sounds they can hear in words, and proudly identify the 'p' on the pepper pot. They have many opportunities to practise their early writing. For example, they make lists in the role-play area and tickets for 'train rides'.
- Staff get to know the children and their families very well. Parents say that their children love attending and have come on 'leaps and bounds' since they started. Staff use an online app to share information about children's progress. They give parents many ideas for activities to help children to continue their learning at home. Children love to take home 'Barnaby Bear' and take photos of their weekend activities, putting them in a book to show their friends.
- Staff work closely as a team, which helps to provide a welcoming and happy atmosphere within the pre-school. They are encouraged to attend training, and benefit from regular meetings and supervision. Managers consider the workload and well-being of staff, and support them very well. The management team are fully committed to continually building on the good-quality care and education they offer children and their families.

Safeguarding

The arrangements for safeguarding are effective.

All staff have attended relevant training and have a very good understanding of what to do if they are concerned about a child's welfare. Managers demonstrate their understanding of their role as designated safeguarding leads for the pre-school. They regularly test staff's knowledge and understanding through quizzes and staff meetings. Robust recruitment procedures are in place to ensure that staff are suitable. These are followed by extensive induction processes that support staff to have a good understanding of their roles and responsibilities. Staff are vigilant about children's safety and supervise them well as they play.

What does the setting need to do to improve?

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

- accurately and precisely assess children's starting points in their learning and development in order to inform planning at the earliest opportunity.

Setting details

Unique reference number	2622376
Local authority	Hertfordshire
Inspection number	10280866
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	23
Name of registered person	Top Tots Montessori Limited
Registered person unique reference number	RP558327
Telephone number	01992627727
Date of previous inspection	Not applicable

Information about this early years setting

Wonderland Preschool registered in 2021 and operates from the Coombes Community Centre in Royston. The pre-school opens Monday to Friday, from 8am to 6pm, during term time only. It employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- This was the first routine inspection the pre-school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager showed the inspector around the areas that children access. They discussed how staff organise the setting and plan the curriculum and experiences for children.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school's documents. This included evidence about staff suitability and training.

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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