

# Inspection of Wonderland Nursery Ltd

Harmondsworth Community Hall, School Road, West Drayton, Middlesex UB7 0AU

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Inspection date: 31 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy and settled at this welcoming nursery. Staff are attentive to their care and spend time chatting and playing with them. This helps children to feel safe. Children feel comfortable in the familiar routines and confidently join in with the stimulating activities. They are curious and motivated learners. Babies develop their strength and coordination as they practise crawling, standing and walking. Toddlers become highly engaged in role-play games, which help them to express their ideas and feelings. Pre-school-age children develop their social skills as they play cooperatively together. For example, they use timers to ensure that everyone has a turn at using popular resources.

Staff have high expectations for children. They offer a well-sequenced curriculum and ensure that children have continuous access to a range of familiar resources. Therefore, children consistently practise what they know and build on their previous learning. Children have lots of opportunities to listen to and engage with stories. For example, staff provide 'story bags' with props that enable children to recall and retell their favourite stories. This supports children's early literacy. Children develop a good understanding of the world around them through real-life experiences, such as growing sunflowers and seeing tadpoles develop into frogs.

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

- The manager has created an ambitious curriculum based on the needs of the children. For example, there is an emphasis on supporting children's social interactions because some children missed out on socialising during the COVID-19 pandemic. Therefore, children are well supported and make good progress in all areas of their development.
- Staff work well together and share relevant information. This supports smooth transitions for children moving from different rooms in the nursery. There are strong systems to help support children who need extra help, including children with special educational needs and/or disabilities (SEND). For instance, staff provide focused group sessions that help children to build on their attention and listening skills.
- Children develop their communication and language skills well. For example, babies practise their speech sounds as they participate in nursery rhymes and staff introduce new vocabulary to children as they play. Staff engage in conversations with older children to extend their language and develop their thinking skills. Consequently, children become confident and effective communicators.
- Staff plan activities that excite and engage children and that have a clear focus for learning. However, they do not always identify spontaneous learning opportunities or adapt their teaching to support children's emerging skills and

interests. Therefore, children do not always learn as much as they could from the activities.

- Children demonstrate positive attitudes to learning. They become independent and develop a good range of skills in preparation for starting school. For example, children hang up their coats and register themselves on arrival at nursery. They learn to pour their own drinks and scrape their plates after meals.
- Children have plenty of opportunities to be active, including daily outdoor play. They practise a range of physical skills. For example, they learn to balance, climb and throw. They enjoy healthy meals and snacks throughout the day. This helps children to make positive choices about their physical health as they grow.
- Staff value children's unique backgrounds and ensure that these are reflected in the setting. For instance, they celebrate the important events in children's lives and observe a wide range of cultural events throughout the year. This helps to build children's awareness of other people and communities to prepare them for life in modern Britain.
- Staff say that they enjoy working at the nursery and feel well supported by the manager. They have regular supervision sessions and meetings to support their professional development and discuss their well-being. Staff training is well focused to benefit children. For example, staff have attended training to help them support children with SEND.
- Partnerships with parents are a strength. Staff encourage parents to be involved in their children's education by attending events in the setting and doing activities with them at home. Parents describe how the staff provide individualised care and learning to support their children's needs. Therefore, children settle well and make good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff receive regular training to maintain their good safeguarding knowledge. They understand a wide range of issues that may affect the welfare of children and their families. Managers and staff know how to identify and respond to possible signs of child abuse and neglect. They are secure about how to report concerns or allegations about adults working with children. Staff use risk assessments and daily checks of the premises effectively to provide a safe and hygienic environment. The provider carries out robust checks to help ensure that staff are suitable for their roles.

## **What does the setting need to do to improve?**

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

- help staff to identify spontaneous learning opportunities for children and adapt their teaching effectively to support children's emerging skills and interests.

## Setting details

<b>Unique reference number</b>	EY304838
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10289572
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Wonderland Nursery Ltd
<b>Registered person unique reference number</b>	RP902202
<b>Telephone number</b>	0208 759 1491
<b>Date of previous inspection</b>	29 November 2017

## Information about this early years setting

Wonderland Nursery Ltd registered in 2002. The nursery is open Monday to Friday, from 8am to 6pm, for 52 weeks of the year. The provider employs six members of staff, all of whom have early years qualifications at level 2 or level 3. The nursery offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## 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 her evaluation of the provider.
- The manager showed the inspector around the nursery premises. She discussed the curriculum and how they organise the provision.
- The inspector observed a range of learning experiences to evaluate the quality of education and the impact on children's learning. The inspector also carried out a joint observation of an activity with the manager.
- Leaders met with the inspector to discuss how they manage the nursery. They ensured that relevant documentation was available for the inspector to view.
- The inspector spoke to parents, staff and children during the inspection and considered their views and experiences. She also took account of parents' written feedback.

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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