Inspection of Wonder Haven

5 Skylines Village, Limeharbour, London E14 9TS

Inspection date:	17 August 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

Staff warmly greet individual children as they arrive at the nursery. Children show that they feel welcome, as they comfortably separate from their parents and carers. Staff have a good rapport with children. They encourage their conversations and listen to their views. Staff promote children's developing independence skills well. For example, they stand back and encourage children to change out of their shoes into their slippers as they arrive.

Leaders plan a broad curriculum for children. For example, children learn about the life cycles of chickens and how to care for animals. They learn about their community, such as during themed weeks, which are focused on people who help them. Staff sing songs and rhymes to children at every opportunity. This supports children to follow their instructions and understand the transitions that happen throughout the day. Children enjoy meaningful opportunities for musical expression. They spontaneously create their own rhythms as they play with metal pots and pans.

Staff have high expectations for children's behaviour. They communicate firm boundaries and offer children clear explanations for why some behaviour is unacceptable. Younger children who are in the early stages of understanding the expectations for behaviour quickly develop a sense of right and wrong.

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

- Staff promote high standards of hygiene. They sanitise and wipe surfaces before children eat and when they finish playing. Staff wear aprons and gloves during nappy changing. They encourage children to lather and rinse their hands well after using the toilet.
- Staff read books enthusiastically, and children show their love for stories. Children eagerly comment on what they see and hear. They independently choose books to look at during their free play.
- Staff establish consistent routines. Children know the order of the day. They know when it is time to eat, rest and play outdoors. Staff give children plenty of individual attention. Older and younger children happily play alongside each other during collective free play. Nevertheless, at times, these arrangements do not fully support the youngest children's need for independent exploration.
- Children enjoy their mealtimes. They sit at their tables with staff and drink and feed themselves independently. Staff encourage children to serve their own portions. Children enjoy eating a good range of healthy fruits at snack times.
- Overall, staff promote children's developing speaking skills and language well. They narrate and describe children's actions as they play with them. Staff encourage children to describe objects by their colour and size. They extend and

challenge older children well by using open-ended questions. However, some staff habitually ask younger children too many questions in quick succession. When this happens, younger children are not given enough time to think and construct their responses.

- Staff promote children's outdoor play appropriately. For example, children confidently steer tricycles and ride-on toys across the pretend roadway, and they busily explore the outdoor kitchen. Babies enjoy stacking blocks and engaging in construction play.
- Children concentrate well in their self-chosen activities. For example, they spend time playing with small-world toy animals. Staff prepare children for their next stages in learning. Children have good opportunities to practise letter formation, counting and recognising shapes.
- Children with special educational needs and/or disabilities receive appropriate support to help them make progress. Leaders devise individual learning plans with clearly identified targets for children. They ensure that children are referred to external agencies and follow their professional advice. Leaders use additional funding appropriately. Children benefit from effective interventions and the use of sensory toys.
- Parents are happy with the quality of education their children receive at the nursery. They feel that their children develop good independence, broaden their interests and develop their self-care skills.
- Staff have a good understanding of their roles and responsibilities. They feel that they receive good support from leaders, which helps them to successfully complete additional qualifications.
- Leaders provide structured supervision that identifies individual staff's strengths and areas for improvement. They monitor staff's practice and organise bespoke training sessions to address identified gaps in their knowledge. This ensures that staff continue to improve their childcare practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their roles and responsibilities in keeping children safe. They demonstrate a good knowledge of the indicators of abuse and how children's behaviour may change. Leaders have ensured that staff know what they must do to report and escalate concerns. This includes the procedure to follow in the event of an allegation. Leaders make sure that staff follow the correct procedure for recording and reporting accidents. They carry out robust risk assessments of the nursery environment and children's activities. This ensures that children learn and play in safety and that any risks are minimised.

What does the setting need to do to improve?

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

- support staff to help the youngest children to consistently be able to freely explore during their play
- review staff's use of open-ended questioning, ensuring that the youngest children have enough time to think and respond.

Setting details

Unique reference number	2668774
Local authority	Tower Hamlets
Inspection number	10307037
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	0 to 5
Total number of places	72
Number of children on roll	22
Name of registered person	WINCEY LTD
Registered person unique reference number	2668772
Telephone number	020 3718 1300
Date of previous inspection	Not applicable

Information about this early years setting

Wonder Haven Nursery first registered in 2022. It is located in the Limeharbour area of the London Borough of Tower Hamlets. The nursery operates from 8am until 6pm, Monday to Friday, all year round, except for a week in summer and a week at Christmas. The nursery employs 10 staff, of whom five hold qualifications above level 2. The manager holds a level 6 qualification. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Olivia Awolola

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The third staff member in charge and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The inspector carried out joint observations of an activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children communicated with the inspector during the inspection.

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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