

Inspection of Wonder Years Nursery and Holiday Club

807 Foleshill Road, Coventry, West Midlands CV6 5HS

Inspection date: 7 September 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery. They arrive happy and settle quickly into the warm and welcoming environment. Children who are new, and become upset, receive comfort and reassurance from staff, who are kind and attentive to their needs. This supports children's emotional well-being as they begin to feel safe and secure. That said, staff do not always utilise the resources they have in order to support parents with the settling-in process.

The curriculum takes good account of children's interests. It builds on what children know and can do, well. Children revel in the outdoor play space. They benefit from fresh air and exercise each day. Children develop their physical skills as they climb the slide, balance, and manoeuvre wheeled toys and cars. They learn about diversity and equality in the local community. They visit local shops, where they taste different foods. Children learn about different faiths and customs that are outside of their own experience.

Staff hold high expectations for children to do well. Children begin to learn about simple rules that keep them safe. They learn to take turns and share. Behaviour is good. Older children become independent in their own personal care. Staff encourage children to try to pour their own drinks. Children learn about healthy eating as they talk about what foods are good for them at mealtimes.

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

- Since the last inspection, the manager has taken action to improve the quality of education. They have used advice from external agencies to support the team to focus on how children learn through exploring and investigating. Supervision and team meetings with the staff have led to other professional training. This helps them to continue to improve the quality of the childcare.
- Staff are adept and build on children's existing skills. Regular assessments precisely target what children know and need to learn next. Older children listen to a story about a sock, and then create their own sock. They develop their fine motor skills as they practise scissor control, and create their own pictures independently. Staff are proficient and know when to intervene and when to allow children to take the lead in their own learning. Children recognise a wide range of different colours as they paint and confidently name the colours of the clothes they wear.
- Younger children roll dough into small sausage shapes and count them in sequence up to seven. They show pride in what they do. They delight as they explore sensory play, splashing in the water and making bubbles. They begin to learn about shapes and simple mathematical language. They look at the differences between 'big' and 'small' sharks in the tray. They recall songs that

they know about sharks and sing along. Children practise their physical skills as they jump, lifting both feet off the floor. They 'hop like a bunny'. However, on occasion, stories can be rushed and, as a result, children miss out on the narrative of the story. Staff do not always correctly pronounce words, to help children to build their vocabulary. This means that children do not always make the most rapid progress.

- The manager and staff have a good understanding of the curriculum and what to teach children in preparation for their next stage of learning. The curriculum is well sequenced to support children to deepen their knowledge and link this to new learning. Children with special educational needs and/or disabilities receive good support. Staff are proactive and identify children's individual needs at the earliest stage. They work well with parents and other agencies to support children's emerging needs and adapt their teaching. This supports children to make the best possible progress from their starting points.
- Staff use babies' interests to engage them in play. Babies are enthralled as they look in a large tub of shredded paper for hidden animals. They develop a love of books at an early age as staff spend time reading to them, introducing new words and sounds. Children receive regular praise for their achievements. This supports their self-esteem and motivates them to learn.
- Parents report that they are happy with the care and education that their children receive at the nursery. They receive daily updates and information through the online system, which keeps them well informed.

Safeguarding

The arrangements for safeguarding are effective.

Staff are familiar with their role and responsibilities to keep children safe. They have a good understanding of the wide range of signs that may indicate that a child is at risk of abuse. Staff recognise their role in identifying any professional concerns. They know the local procedures for how and where to report any concerns. The premises are secure, and staff monitor entry points to the building. Regular risk assessments of equipment and activities are effective in minimising risks to children, so that they play safely. The manager has a robust system for the recruitment and selection of staff.

What does the setting need to do to improve?

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

- further enhance the settling-in process to support children as they transition from home to nursery
- consider how teaching methods best support children to acquire spoken language and learn new words, so that they make rapid progress.

Setting details

Unique reference number	EY279540
Local authority	Coventry
Inspection number	10262413
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	142
Number of children on roll	81
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	20 October 2022

Information about this early years setting

Wonder Years Nursery and Holiday Club registered in 2004 and is located in Coventry. It employs 22 members of childcare staff, of whom 20 hold appropriate early years qualifications, ranging from level 2 to level 3. The nursery opens from 7.30am until 5.30pm, Monday to Friday, all year round. The holiday club operates for school children during school holidays, except for at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Yvonne Johnson
Tracey Boland

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery. They discussed the early years curriculum and the impact that this has on children's learning.
- The manager and an inspector carried out a joint observation of an activity in one of the pre-school areas.
- The inspectors spoke to staff, children and parents at appropriate times during the inspection and took account of their views.
- The manager spoke to inspectors about how they undertake rigorous risk assessments of the setting to ensure that children are safe.
- The inspectors observed the quality of the education being provided indoors and outdoors, and assessed how effective this is for children's learning.
- Relevant documentation that supports the safe and effective management of the nursery, including suitability checks, was seen by an inspector.

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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