

# Wonderland Day Nursery

Inspection report for early years provision

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**Unique reference number** 146469  
**Inspection date** 15/04/2009  
**Inspector** Heidi Falconer

**Setting address** Works Road, Letchworth, Hertfordshire, SG6 1FR

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Wonderland Day Nursery is privately owned. It opened in 1994 and operates from a purpose-built building. Children have access to an enclosed outdoor area. The nursery is situated in Letchworth, Hertfordshire. It is open each weekday from 08.00 to 18.00 all year round. An early start is also available from 07.30. There are 33 members of staff, 32 of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 84 children may attend the nursery at any one time. There are currently 140 children, aged from four months to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities. The setting also makes provision for children older than the early years age group, which is registered on the voluntary and compulsory parts of the Childcare Register. This report does not include an evaluation of that provision, but a judgement about compliance with the requirements of the Childcare Register is included at the end of the report.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children at the settling settle quickly and spend their time actively engaged in purposeful activities. The staff team show a strong commitment to improving their practice. They constantly reflect on their practice to ensure that the service provided is responsive to, and meets the individual needs of, its users. A high priority is given to ensuring that children's good health is maintained. Partnerships with parents are well established. This enables staff to obtain good information about each child and promote all children's learning and welfare successfully.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that risk assessments are conducted for all outings and are reviewed on a regular basis
- develop closer links with other settings providing for children in the Early Years Foundation Stage, to further support children's learning and development
- develop children's assessment records further so that they continue identify next steps in children's learning and show progression in relation to starting points.

## **The leadership and management of the early years provision**

The nursery manager and director provide strong and effective leadership. Staff work well together as a team and are focused on providing an environment where children feel secure, happy and make good progress in their learning. The setting's policies and procedures are implemented consistently by staff and they are regularly updated in line with current guidance and legislation.

Partnership with parents is very good. They receive an excellent range of information about the nursery. Informative and colourful displays decorate all available space with examples of children's work and photographs proudly displayed for everyone to see. Information is gathered regarding children's individual needs and this is reflected within the care provided. For example, detailed information is gained about the home routines for babies and toddlers. There is a parents' committee which meets regularly with staff. This is an opportunity for parents to become more involved in how the setting operates and to make suggestions for improvements. The manager is aware of the need to develop links with other settings who deliver the Early Years Foundation Stage (EYFS) to the children. She has started to meet and make links with other providers. However, there are limited systems in place between the settings to share information about children's abilities and interests.

There is a strong emphasis on raising standards and improving the provision. Self-evaluation is very good. Regular monitoring of provision by the manager effectively identifies priorities for improvement and detailed action plans are drawn up with realistic timescales for implementation. For example, in response to the EYFS, they are currently working on improving the systems for planning and assessment to ensure that they continue to identify and plan for children's individual needs and interests. Very good progress has been made since the last inspection which has had a positive impact on children's experiences. Questionnaires and memo boards are used to seek the views of parents and staff. Children's views are valued, as staff talk openly with them about what they like least and best about the setting.

Good procedures for safeguarding children are in place. Safe recruitment practices are consistently implemented and thorough checks are carried out to determine the suitability of all new staff. For example, all staff are required to submit to criminal records checks, references are sought and they complete a detailed health questionnaire. Thorough induction procedures and training ensure that all staff are very familiar with the settings safeguarding children policy, ensuring that they have the ability to act appropriately to safeguard children in their care. Children play in a very safe environment as staff conduct effective risk assessments and daily checks of both the indoor and outdoor areas. Generally good risk assessments are carried out for outings, however, staff have not fully assessed the risk of staff taking children on outings on their own. Staff are always well deployed so that children are well supervised at all times. Security is very carefully monitored, with no person able to enter without being admitted by staff.

## The quality and standards of the early years provision

Comprehensive systems for planning and assessment are currently being introduced and all staff have attended training to ensure they have a secure understanding of the EYFS. The new system for planning has started to incorporate, and be led by, children's interests and stages of development. This information has been gained through observations and discussions with parents. The newly introduced 'Learning Journals' provide a snapshot of children's progress and through these, staff have started to identify children's next steps in learning.

Children make good progress towards the early learning goals. They experience a broad range of interesting activities and resources that promote their development in all areas. Staff provide a wide range of resources to stimulate the senses of young babies and toddlers. Treasure baskets and heuristic play-sacks gather together a range of everyday objects which have been carefully chosen to stimulate their different senses. Staff also place sensory resources around the room and have low-level mirrors, making it an enticing and stimulating environment for young children.

Children are keen to access mark-making resources and competently use paper and pencils. For example, they demonstrate that they understand that print carries meaning as they say 'I'm writing an invitation for a party'. Children learn about numbers and calculations as they sort and match rubber counters. Older children show an interest in number as they cut up old birthday cards; they pick out the numbers saying 'that's a big number' as they find a card with '50' written on it. During activities staff demonstrate that they are able to adapt the activities by pitching their level of questioning to ensure that all children are sufficiently challenged.

Outdoors is well-resourced, with a good range of toys and equipment being set out to promote learning. Physical development is well-supported, with a large climbing frame, various wheeled toys in different sizes and a range of hoops and balls. Inside, the older children have access to new junior exercise equipment, which includes an exercise bike and a rowing machine. Children enjoy using these under the supervision of staff and regularly ask them 'can we do our exercises?'. Staff value the importance of key times, such as feeding time with young babies. This is a sustained time of interaction between staff and children, with lots of opportunities for communication which contribute to all aspects of children's development. As they are fed bottles, staff ensure that the experience is quiet, unhurried and comfortable for each child.

Highly effective strategies are in place to promote and maintain children's good health. Exceptional care is taken to minimise the risk of cross infection, especially during with the youngest children. There are highly effective cleaning and sterilising rota systems in place to ensure that all areas of the nursery and equipment are scrupulously clean at all times. Children's nutritional needs are extremely well met. The nursery staff plan a varied and well balanced range of meals for children. Food is freshly prepared each day and takes account of children's allergies and special diets. If the children become unwell or have an accident whilst they are in the care of the nursery, excellent records are in place to

make sure that very good care is given. An ongoing programme for first aid training ensures that all staff are aware of how to provide appropriate care in the event of an emergency.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met