

Wonderland Nursery

Mehria School, 23 Westbourne Road, LUTON, Bedfordshire, LU4 8JD

Inspection date	08/11/2012
Previous inspection date	14/05/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The environment is organised well to provide children with a broad range of interesting and challenging activities across all areas of learning.
- Children behave well and are motivated to learn because they are provided with a good balance of adult-led and child-initiated activities. Adults join in appropriately to extend children's thinking.
- An effective programme of professional development is helping staff to improve their knowledge, understanding and practice.
- Self-evaluation is effective in identifying strengths and weaknesses with a clear drive for an improvement plan.

It is not yet outstanding because

- Systems to support and encourage all parents to be fully involved in their children's learning are at times weak.
- The outdoor play area is not always effectively organised to fully support and extend children's learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spent time observing staff and children in the main activity room and during outdoor play.
- The inspector spent time in a meeting with the manager discussing the self-evaluation.
- The inspector looked at planning documentation, staffing records and a range of other policies and procedures.

Inspector

Suman Willis

Full Report

Information about the setting

Wonderland Nursery registered in 2011 on the Early Years Register. It is situated in purpose-built premises within the grounds of Mehria School in Luton, Bedfordshire. There is a fully enclosed garden available for outdoor play. The nursery serves the local community and is accessible to all children.

The nursery employs five members of childcare staff. The manager has Qualified Teacher Status. One member of staff holds a level 3 in early years and a degree in child and adolescent studies, one is qualified at level 3 in early years, and others are working towards levels 2 and 3. The nursery is open Monday to Friday from 8am to 3pm, term

time only. There are currently 27 children on roll aged between two and four years. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

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

- develop further systems to involve all parents so that they participate fully in their children's learning and development
- continue to develop and organise the outdoor play area so that it becomes an extension of children's learning environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge and understanding of how children learn and have developed an educational programme which is age appropriate and provides challenging experiences that meet the needs of all the children. Practice is consistently good because staff are well deployed to join in with children's play and extend their skills. Children listen with interest to the story about Goldilocks during circle time. Their communication skills are promoted as staff listen carefully to what children have to say and encourage them to predict what is going to happen next in the story. Some children are beginning to recognise written language and know that letters and numbers have a meaning, while others are beginning to write the first letter of their names. Children develop a good understanding of mathematical concepts as staff routinely talk to them about different sizes. They use opportunities, such as children playing with hoops, to talk about 'big' and 'small', and then ask the children 'which is the biggest/smallest?' This encourages children's critical thinking. Some children match numbers to counting with ease. Children's sensory experiences are consistently challenged as staff engage them in activities, such as foam play, and talk about what it feels like. During circle time they are reminded about what eyes, ears and mouths are for and play listening games by closing their eyes and saying what they can hear.

Children are fully engaged in creating a 'Goldilocks' house using paintbrushes, glue sticks, different textured boxes and strips of tissues and glitter. Staff offer praise and encouragement and give good guidance in assisting children to complete their tasks. Children concentrate very well and their interest is fully sustained. They are delighted as

they practise their 'hoola hoop' skills by rolling them across the room, and around their waist with control. The garden is organised to provide children with fresh air and ample opportunities to extend their physical skills as they manoeuvre their wheeled toys, use the slide, and play with the sand. However, outdoor play is not consistently used as an extension of the learning environment. This means that on occasions children are not purposefully engaged when playing outdoors. Children are introduced to other cultures and beliefs through organised activities around festivals from around the world. They use role play and small world toys to extend their knowledge of the adult world. Children have access to electronic toys and computers, which help develop their understanding of technology.

Staff use 'Development matters' effectively to identify children's developmental stages. They adapt activities in their planning to ensure that all children participate fully and continue to make good progress. Children with English as an additional language are fully supported as they develop their language skills. Staff encourage children to be involved by introducing words familiar to them so that they feel that they can contribute to their learning and development. Therefore, children are interested and keen learners, and are progressing well towards the early learning goals, given their starting points. The key person system mostly supports engagement with all parents, although it does not always go far enough to include those who may be more reluctant to contribute. This means that some parents are not fully involved in their child's learning and development.

The contribution of the early years provision to the well-being of children

The key person system is well established to help children form secure attachments and promotes their well-being and independence. Children develop a strong sense of belonging to the setting as they are warmly welcomed into the group. They are proud of their achievements as they show their completed work to staff. Children confidently approach staff for support knowing that their needs will be met. Attractive displays of children's art work and photographs of them busy at work help children feel valued and respected.

Children behave well because staff are good role models and effectively deployed. They consistently apply strategies to provide clear guidance for children about what is acceptable behaviour; this is openly discussed at the start of the session. Relationships are strong at all levels and children are learning to respect each other's differences. They negotiate rules amongst themselves as they play together. There is a stimulating, well-resourced environment which fully promotes learning in all areas and encourages them to become independent learners. They move around purposefully as they engage in their chosen activity with staff deployed to provide appropriate challenges. The environment is organised and risk-assessed to enable children to participate fully in their chosen activity free from harm. Children learn to stay safe because staff give good guidance and explanations about how to use large equipment, such as a slide, safely. Children's health needs are fully promoted as they help themselves to healthy snacks and water. Those staying for lunch bring healthy packed lunches. They have regular fresh air during outdoor play.

Children are prepared well for the next stage in their learning because staff work closely with the reception class to provide appropriate support for transition both within the setting and to other settings and schools.

The effectiveness of the leadership and management of the early years provision

The educational programme is monitored well to ensure that a broad range of experiences help children progress to the early learning goals. This is based on a secure understanding of how children learn. Planning and assessment accurately identify children's skills, abilities and progress. This enables staff to plan and adapt activities to provide appropriate interventions so that gaps in their learning are closing. Staff are familiar with the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff demonstrate a good understanding of safeguarding children and regularly update their knowledge through in-house training. All staff know and understand the nursery's policies and procedures because they are routinely reviewed at staff meetings.

Systems for self-evaluation are consistently reviewed to enable those less able to be fully involved. For example, a comments box outside the nursery has been introduced. Strengths and weaknesses are effectively highlighted and planned actions to overcome weaknesses are effective. Procedure to seek support and implement improvement has a positive impact on children's learning. All actions and recommendations have been fully implemented and children are now fully engaged and contribute effectively to their well-being.

Good systems for performance management effectively support all staff. Their performance is regularly monitored to identify areas of personal development. External and internal training is routinely encouraged and provided to ensure that professional development is ongoing and helping staff to improve their knowledge, understanding and practice.

Partnerships with external agencies and the local community contribute strongly in meeting children's needs. Parents are mostly supported by staff and are encouraged to make a positive contribution to their child's learning and development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY438249
Local authority	Luton
Inspection number	886314
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	27
Name of provider	Mehria School 297279
Date of previous inspection	14/05/2012
Telephone number	01582484617

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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