

OFSTED INSPECTION REPORT

03/10/16

The Wonder Years Day Nursery Ltd.

Arundel House,
Church Hill,
Wednesbury,
West Midlands,
WS10 9DJ

Inspection date - 3 October 2016

Previous inspection date - 5 September 2013

The quality and standards of the early years provision

This inspection:	Good	-	2
Previous inspection:	Good	-	2
Effectiveness of the leadership and management	Good	-	2
Quality of teaching, learning and assessment	Good	-	2
Personal development, behaviour and welfare	Good	-	2
Outcomes for children	Good	-	2

Summary of key findings for parents

This provision is good

- Staff develop effective partnerships with parents, other providers and local schools. They share information about individual children's care and learning needs. This ensures there is consistency and continuity for children.
- Children are cared for by staff that are warm and engaging. This helps children to develop strong emotional attachments, settle in quickly and build on their readiness to learn. Children behave well. They demonstrate a high regard for one another and, as a result, build strong friendships.
- Staff share information about children's next steps in learning with their parents. They provide daily written and verbal feedback about their child's day in the nursery. This helps to build on parents' confidence in supporting their child's continued learning at home.
- The registered person ensures that the manager, staff, parents and their children are meaningfully included in the self-evaluation processes. This helps to make sure clear targets for further improvement are identified and acted upon to meet the needs of all children. As a result, outcomes for children are good.
It is not yet outstanding because:

- Staff do not consistently find out what parents already know about their child's learning and development when they first start to help inform the assessments of the starting points for their learning.
- Staff do not provide the same level of opportunity for children who prefer to learn outdoors as that which is available for those who prefer to play and learn indoors.

It is not yet outstanding because:

- Staff do not consistently find out what parents already know about their child's learning and development when they first start to help inform the assessments of the starting points for their learning.
- Staff do not provide the same level of opportunity for children who prefer to learn outdoors as that which is available for those who prefer to play and learn indoors.

What the setting needs to do to improve further

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when they first join the setting and use this information to sharpen their initial assessments
 - provide further opportunities for children who like to play outdoors to build successfully on their learning in their preferred environment.
- Inspection activities
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
 - The inspector completed a joint observation with the nursery manager.
 - The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
 - The inspector spoke to parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend regular child protection training. This helps them to identify the possible signs of abuse and neglect and to know what to do and who to contact to keep children safe and well. Staff are vigilant in checking all indoor and outdoor areas throughout the day. This helps to identify and minimise all possible hazards to children. All staff are provided with one-to-one meetings with the manager, giving them time to discuss their training and any confidential issues and concerns that need to be addressed. The manager monitors the educational programmes effectively. This helps to ensure that children are progressing well in all aspects of their learning and development.

Quality of teaching, learning and assessment is good

Staff provide a range of opportunities for children to explore their imagination. They encourage older children to choose their own action rhymes and sing and dance along to music. Staff use demonstration well with the children, encouraging them all to join in with their friends as they become excited and well engaged. Some children choose to

play their musical instruments as they join in with the activity. During such times, staff use a range of questioning techniques to help children think and talk about what they are doing. This helps to build on their communication skills. Younger children become imaginative as they use tools and containers to make pies and cups of tea in the sand. Babies explore their imagination as they make marks in the paints, creating their own artwork to take home or display in their playroom. This builds on younger children's physical skills. Staff use demonstration and a running commentary with younger children during these activities to build on their listening and understanding skills. All children are encouraged to have a go and keep trying during their activities. This helps to develop their 'can do' approach to learning. This fosters children's readiness for the next stage in their learning and for their move on to school.

Personal development, behaviour and welfare are good

Children are provided with a healthy, balanced diet. They take manageable risks in their play under the close supervision of staff.

During outdoor play, children ride their trikes, climb and balance using a range of equipment. They laugh and giggle, enjoying themselves as they chase their friends around in the fresh air. This helps children to develop a positive attitude towards living a healthy lifestyle.

Outcomes for children are good

Staff are strong role models for all children in their care. They help children to share and take turns with the toys. Children demonstrate a love of books as they sit in the comfy areas with their friends and talk about their favourite characters. They have lots of opportunities to make marks using a broad range of tools during planned and spontaneous activities. All children, including those in receipt of funding, make good progress in their learning and development.

Setting details

Unique reference number:	255158
Local authority:	Sandwell
Inspection number:	1063860
Type of provision:	Full-time provision
Day care type:	Childcare - Non-Domestic
Registers:	Early Years
Register, Compulsory Childcare Register, Voluntary Childcare Register	
Age range of children:	0 - 10
Total number of places:	103
Number of children on roll:	80
Name of registered person:	Hilary Walker
Registered person unique reference number:	RP511564
Date of previous inspection:	5 September 2013
Telephone number:	0121 556 6979

The Wonder Years Day Nursery was registered at this premises in 1997. The nursery employs 18 members of childcare staff. Of these, one holds an early years qualification at level 6, one at level 5, one at level 4 and seven at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.00pm. The

nursery also provides after school and holiday care. The nursery provides funded early education places for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate Store St Manchester M1 2WD

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016
