

The Wonder Years Preschool & Extended School CIO



THE WONDER YEARS, The Bungalow, Wigginton Primary School, Wigginton York,
YO32 2FZ

Inspection date	12 January 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The new manager has a passionate approach to his work and an admirable drive to improve. Children are at the heart of everything he does. As a result, this setting has an excellent capacity to continue developing its already strong practice.
- Experienced staff demonstrate consistently good teaching skills. They engage positively in children's play and activities, enhancing learning opportunities. Children are helped to grow in confidence and to work independently. They love to listen to stories and join in counting with enthusiasm.
- Staff establish close partnership working with parents, the host school and other professionals. This provides children with a consistent approach to their learning and development.
- Staff are deployed effectively to ensure children receive good levels of supervision and interaction. Staff have a good understanding of how to keep children safe, which means that they can identify and respond to any concerns they may have.

It is not yet outstanding because:

- Evaluations of staff's practice are not yet precise enough to fully identify how to support them in strengthening their already good teaching skills.
- Practitioners do not always gain precise details from parents about what children know and can do on entry to enhance their planning for children's future learning.

What the setting needs to do to improve further

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

- enhance the quality of observations of staff's practice to further develop staff's teaching skills so that all children consistently benefit from exemplary teaching and learning experiences
- explore further ways to help parents share what they know about their child when they first start, to promote a consistent approach to supporting children's learning and development so they make best possible progress.

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 held a meeting with the manager and chairperson from the management committee. She looked at relevant documentation, including the self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to staff and children at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The committee and manager have a robust understanding of their responsibilities in meeting the statutory requirements. A wide range of comprehensive policies and procedures is in place. Staff are confident in recognising the possible signs of abuse or neglect. Accidents and injuries are recorded and monitored well. This helps to ensure that children's welfare is given a high priority. Recruitment and vetting procedures are stringent and regular staff supervision is undertaken, in order to raise children's achievements to the next level. Parents speak highly of their experience of the pre-school and the support they receive from staff, including ideas to support children's learning at home. This ensures there is continuity of learning between pre-school and home. The management team regularly seeks the views of children, parents and staff to rigorously monitor and review the quality of provision. They use this information to set high expectations and drive improvement.

Quality of teaching, learning and assessment is good

The qualified and knowledgeable staff make accurate observations and assessments and use these to plan for the next steps in children's development. Staff encourage parents to get involved with their children's learning, and they regularly contribute to children's learning records. Well-targeted support promotes children's communication skills and knowledge of letters and sounds effectively. During a show-and-tell activity, children enjoy using simple sign language to support their learning. Staff encourage children to develop their critical-thinking and problem-solving skills by introducing a range of mathematical concepts into children's play. This enables children to make good progress given their ages and abilities. Children follow their own interests and play imaginatively as they use the available resources to support their play. For example, children act out narratives as they excitedly pretend that they are astronauts.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development is given high priority by staff. They consistently manage children's behaviour well to help them develop an understanding of right and wrong. Children are polite and friendly and are learning to take turns and share. All children have a key person and have secure attachments with this staff member. Care practices help children develop new skills because staff encourage them to do things for themselves. They serve themselves at snack time then clear up after themselves. These examples of good practice motivate children and promote their well-being. Children learn to celebrate and respect each other's differences well, for example, they enjoy engaging in activities that celebrate the festivals of different cultures and faiths. Children have plenty of opportunities to use the outdoor area, which helps them develop their physical skills. They use wheeled toys and learn to use a variety of tools as they play in the mud kitchen.

Outcomes for children are good

Good teaching helps children to become motivated and independent learners. All children are making good progress towards the early learning goals and are well prepared for the next stage in their learning, including starting school.

Setting details

Unique reference number	EY477911
Local authority	York
Inspection number	988266
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	3 - 11
Total number of places	38
Number of children on roll	287
Name of provider	The Wonder Years PreSchool and Extended School Facility CIO
Date of previous inspection	Not applicable
Telephone number	01904 758717

The Wonder Years Preschool & Extended School CIO was first registered in 1992 and re-registered in 2014. The setting employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above. The pre-school is open from Monday to Friday during term time. Sessions are from 9am until 12 noon and from 12.45pm until 3.15pm. Lunch club is offered from 11.45am until 1pm. The breakfast club sessions are from 7.30am until 8.40am, and the after-school club is from 3pm until 6pm. A holiday club runs during the school holidays from 8.30am until 4.30pm, Monday to Friday. The provision receives funded early education for three- and four-year-old children.

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