

# The Wendy House

Inspection report for early years provision

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**Unique Reference Number** 118626  
**Inspection date** 02 October 2007  
**Inspector** Caroline Preston

**Setting Address** 76 Station Lane, Hornchurch, Essex, RM12 6NA

**Telephone number** 01708 437250

**E-mail**

**Registered person** Wendy McAuliffe

**Type of inspection** Integrated

**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Wendy House Day Nursery opened in 1989 and operates from a two storey house. It is situated in Hornchurch in the London borough of Havering. A maximum of forty-two children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area. There are currently 60 children aged from three months to under five years on roll. Of these, 20 receive funding for early education. The nursery currently supports a number of children with learning difficulties. The nursery employs 16 members of staff. Of these, 14 hold appropriate early years qualifications and two are working towards a qualification.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children learn about healthy foods because they are offered a varied daily meal that includes options such as; macaroni cheese and peas, Shepard's pie, meat balls in tomato sauce with rice,

fresh fruit, salad's and chicken vegetable pie. Children serve themselves promoting confidence; they sit together and enjoy each other's company. All menus are displayed for parents to see, the cook prepares daily fresh meals, so the quality of meals offered are good and the cook is trained in food hygiene therefore prepares food in a clean and safe environment.

Children promote their large physical skills by taking part in indoor games, where they stretch and crouch, jump high and wiggle their toes. They also use the well equipped garden to run, jump and climb, therefore taking in fresh air and letting off stored energy. Accident and medication records are completed appropriately and permission has been sought from parents to seek emergency treatment if needed. Most staff hold first aid certificates and there is a first aid box available in all play rooms. This ensures the well-being of the children. Hygiene is promoted because children are encouraged to wash their hands before and after meals and after using the toilet, staff implement a daily cleaning rota in the children's bathrooms and an employed cleaner, cleans the whole nursery every evening. Staff follow good hygiene procedures, they wear disposable gloves when changing nappies, they wash their hands after changing nappies and clean the play resources on a regular basis. This means the environment is clean and children learn about hygiene from what they see and what they are taught by staff.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The nursery keeps children safe because the owner and staff have put a range of safety measures in place. These include; daily risk assessments which mean all rooms are checked for broken toys, faulty electrical equipment or any other hazards that might harm children. CCTV shows who is at the front door; therefore unwanted visitors cannot gain entry. Fire equipment is checked regularly, so is always in working order, therefore can be used if needed. Children learn how to get out of the building in an emergency because staff practise fire drills every three months and when a new staff member is appointed.

The nursery environment is welcoming to both children and parents as staff are friendly and approachable and there are many posters and information for parents displayed. Children in all the five playrooms have easy access to play resources that are age and stage appropriate, clean and safe, these include books, puzzles, Lego, dressing up, programmable toys and large outdoor play resources. Staff show an appropriate understanding of the different types of abuse and the possible signs and symptoms that children may show if they were being abused. Staff are aware of what procedures to follow to protect children, therefore children's individual needs are met.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and confident in all five playrooms, younger children begin to stand up and crawl around the room, with encouragement from staff. They reach out for programmable toys, smile and babble at adults. Toys are reachable, stimulating and colourful and help promote their all round growing development, as they crawl, walk and investigate toys all across the large carpet space in the baby room. Children take part in office pretend games, answering the phone, writing using a notepad and talking to each other, they also use their imagination dressing the dolls and pretending to bath them. Children show confidence when undressing and dressing, they use skill to put on their shoes, socks and other clothing, therefore promoting

their self-help skills. Children are valued by staff who are good role models and work hard to develop caring relationships with the children.

## Nursery Education

The quality of teaching and learning is good. However, staff do not have clear and consistent systems to monitor children's progress, therefore records are not easy to understand and follow. Staff plan a good range of activities that promote children's development in all areas and photo's taken of each activity shows how children take part and learn, this is also used as a good system of recording what children have achieved.

Children develop creative skills through painting a large bumble bee and displaying it on the wall in the playroom, by taking part in an Easter egg hunt and painting and discussing animals that live under the sea. They also cook and make pizzas, fruit salads, bread, and make collages with magazines. They help to create a large daisy display to hang on their playroom door, which supports their feelings of belonging and playing an active part in creating a pleasant colourful nursery environment. Children learn to care for animals by listening to the owner of a guide dog who visits regularly, where they have opportunities to stroke the dog and listen to how the dog cares for his owner. Children listen to stories like the Gruffalo, they are able to concentrate and recall the storyline with enthusiasm. They practise writing skills by writing about who their favourite animal is and writing their names on each piece of work, they have completed. They have many posters displaying letters and words, which reinforces their understanding of letters and words. Children learn about how things grow, through planting and growing flowers, they learn to use play resources that promote information and technology skills, by using the computer, phones and calculators. They learn about mathematics by taking part in number games. Therefore children are learning through activities that are stimulating and fun, and support their self-esteem.

## Helping children make a positive contribution

The provision is good.

Some children throughout the setting have missed opportunities to learn about diversity, as not all staff in the five playrooms promote equality as much as others. Children's spiritual, moral, social and cultural development is fostered. Children show wonder when spending time with the guide dog that visits with his owner, they learn about how animal's care for humans. Children behave well throughout the day; they take turns and wait for each other during activities, therefore showing consideration and respect for each other. They learn good manners and no biting posters in playrooms reinforce good behaviour, therefore children learn what is acceptable and what is not acceptable. Children have developed close relationships with each other and have moved through the playrooms together, starting from the baby room, this means their friendships have developed over time. Children celebrate different festivals and ones that are not part of their background, therefore they are learning about others in society.

Children with learning difficulties and disabilities are supported well, the nursery employs a member of staff especially to work with children with different needs, therefore good systems are put into place, so that all children can learn and develop and have the same opportunities. Partnership with parents is promoted well, all playrooms have a parent notice board showing relevant information and all policies and procedures are displayed in the hallway.

Partnership with parents of children who receive nursery education is good. Each term parents are given well written clear information about the term's topic and are given opportunities to

support children in their learning. For example, a topic on books, staff ask parents to look through books with children or visit the library. This means parents feel part of their child's learning and are aware of what their child is being taught. Parents are invited to parent's evenings to discuss their child's progress and are given regular progress reports covering the six areas of learning.

### **Organisation**

The organisation is good.

Children are cared for in an environment that is well organised because staff follow the settings policies and procedures for example, ensure children are safe at all times. Good systems are in place to ensure that staff are suitable to work with children and all are trained or undertaking childcare training. All five playrooms follow daily routines that ensure all the children's needs are met and that they have a happy time at the nursery. Timetables include registration time, where children listen for their names and discuss the date and weather and generally settle before the day begins. All records and other documentation which is required for the efficient and safe management of the setting to promote welfare and care is maintained. The setting meets the needs of the range of children for whom it provides.

Leadership and management of the nursery education is good. Staff work well together to ensure all areas of the curriculum are covered. Staff meet regularly with the management team to ensure planning is clear and understood by all staff. The manager monitors the delivery of the curriculum through staff meetings, room meetings and individual meetings with staff, therefore any weaknesses can be identified and improved.

### **Improvements since the last inspection**

At the last inspection the provider was asked to ensure privacy for children using the toilet in the Rainbow room, this has now been implemented, therefore children have privacy when using the bathroom, these improvements ensure the well-being of the children.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- promote diversity equally throughout the setting.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop systems to record children's progress along the stepping stones

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)