

The Wendy House

Inspection report for early years provision

Unique Reference Number	EY363957
Inspection date	15 May 2008
Inspector	Anne Gunston
Setting Address	5 Brockhampton Road, HAVANT, Hampshire, PO9 1NU
Telephone number	07788 415521
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Registered person	Wendy Jeanette Logan
Type of inspection	Integrated
Type of care	Full day care, Sessional 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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

The Wendy House is a privately owned day nursery, which opened in 2008. It is situated in Havant in Hampshire, on the outskirts of the Brockhampton Industrial Estate and serves children from the local community and surrounding areas. Children have use of four play rooms, with facilities for sleeping, toileting and nappy changing provided within and they have access to an enclosed garden for outside play. The nursery is registered to provide care for a total of 34 children aged under eight years. Children under five years may attend for full day care or part time care which is provided from Monday to Friday 07.30 to 18.00, for 52 weeks of the year, excluding bank holidays. Older children up to eight years of age may attend during holiday periods, at the owner's discretion. There are currently four children in total on roll, one of whom is in receipt of funding for nursery education. The nursery supports children who have English as an additional language. The nursery owner and one member of staff work directly with children. The nursery receives support from the local authority and the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from the nursery's commitment to promoting a healthy diet at all times. They enjoy snacks of a selection of fruit with water or milk at regular intervals throughout the day. Children requiring breakfast are given choice of cereals and toast; these nutritious wholesome ingredients provide children with energy to enjoy their morning. Main meals are served at lunch time and provided by children's parents. The nursery offer clear guidance to parents on appropriate contents and storage arrangements for the lunches they provide for their child.

Children learn to understand simple health and hygiene practices, such as washing their hands before meals. Staff's own practice is sound, for example, gloves are worn when nappies are changed and the cleaning of the premises and equipment is planned on a minimum of a monthly basis. Staff show clear understanding of the need to increase this should contagious illness occur, in order to protect every child from risk of infection. The nursery policy of excluding children who are unwell supports them in protecting children's health. Documentation is in place to record accidents or any medication children require; staff hold valid first aid qualifications ensuring children receive the correct treatment in the event of an accident. They hold consent from parents to seek emergency medical treatment should this be needed.

Children benefit from close, affectionate relationships with staff which promote their emotional well being. Staff quickly recognise signs of tiredness and children go to staff for a cuddle if they are sleepy or disgruntled. Staff ensure that children can rest quietly and comfortably in the dedicated sleep room, or calm older children with a story until they are refreshed and ready to play. Children enjoy daily opportunities for fresh air and exercise in the nursery garden. Trips are planned in the locality; when staffing ratios permit children enjoy walks to the woodland and riverside which are within walking distance of nursery. Children use equipment such as bean bags, skittles, balls, bikes, and sit and ride toys indoors and in the garden. They are able to scramble and negotiate their way through pop up tents and tunnels, developing agility and control over their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The owner and staff have created a welcoming, intimate environment with colourful, stimulating resources which are easily available to children. Children have good space for play in bright, airy rooms with defined areas for mobile and non-mobile babies, pre-school and school age children. Children can safely access their toys and play materials, which are displayed at low level in an attractive, inviting manner. For example, dressing up clothes are hung on pegs on each door; children can make decisions to use the room dedicated to messy play with arts and craft materials, play in the home corner or settle on a bean bag to read books. Children have free movement between the ground floor rooms.

Children benefit from being cared for in premises which are generally safe. Although risk assessment documentation is in place this is not used as yet to support staff in ensuring that all risks continue to be identified and minimised. A good range of safety equipment is in use, such as safety gates on stairs; fire prevention is a high priority and professional risk assessment has taken place and equipment installed. However, some hazards such as unprotected glass in windows facing the garden have not yet been addressed. Children are well supervised by staff

at all times; sleeping children are checked on regularly and staff ensure the premises are secure. Visitors are always challenged and records kept of their contact details. Children are not allowed to leave the premises unless they are with an adult who is known by staff or identified as an alternative carer by parents.

The owner and staff have a sound understanding of their responsibility to safeguard the children, and have recently completed training to update their knowledge. They are aware of the signs which may indicate that a child is at risk, and keep records of any injuries children arrive with which allows them to monitor children's welfare over a longer period. The owner is aware that it is her role to manage any allegations made against staff; however she is not aware that the regulator (Ofsted) and child protection agencies must also be informed to ensure children continue to be protected.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are already entering the nursery confidently, and settle quickly to activities of their choosing each day. Children are able to explore their environment and express themselves, for example in paintings, or making music with the wide range of instruments. They are learning to enjoy being together with other children and the staff, who greet them with genuine affection. Staff play with the children at their level which encourages them to talk and become skilful communicators.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have sound knowledge of how children learn; they provide activities to promote their development in all areas although plans are not yet in place to ensure that the full curriculum is covered. Children are challenged by the questioning of the staff, who encourage children to think and expect them to attempt tasks for themselves. Children are learning new skills such as control over paintbrushes and crayons, or how to use programmable toys. Staff observe children as they play, and monitor that activities are appropriate for their developmental stage, although systems are not in place to record children's achievements towards the early learning goals.

Children have a positive attitude towards attendance at the nursery, and are keen to take part in the activities provided by staff. They are beginning to show thought for others in their actions; staff promote sharing and use this word frequently in their discussion with children. Children are beginning to listen attentively to staff, particularly when stories are read, as staff recognise where children's interests lie and focus on these to retain their attention. Children are able to communicate their needs; staff work directly with the children at all times so are able to react quickly to these.

Children are able to be creative and use their senses; they have access to a wide range of materials such as dough, shells and driftwood, sand and water. Activities planned using the nursery garden and visits from professionals such as the fire officers, will encourage children to observe and identify the natural world, and become familiar with their locality.

Helping children make a positive contribution

The provision is satisfactory.

Children are generally behaving well at the nursery, as staff help them understand what is expected of them. Children are quietly reminded that they must behave in a kind manner to each other, and receive constant praise for any thoughtful act or achievement. The nursery behaviour management policy indicates that staff will help children acknowledge their feelings and find a solution to any disagreement.

The nursery has a positive attitude towards the care of children with additional needs. The owner and staff are experienced in caring for such children, although no individual is currently designated to take responsibility for liaison with other professionals or attendance on relevant training. Children attending who have English as an additional language have their needs met by staff in consultation with parents. Staff ensure that they are familiar with key words in the child's home language, enabling them to communicate with the children and involve them from the outset. All children attending use an acceptable range of resources reflecting diversity, such as books and role play resources. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is satisfactory. Although there are no systems yet in place to obtain written information from parents on what children can do when they become eligible for nursery education funding, children benefit from informal sharing of information concerning their development between the staff team and parents. Nursery policies and procedures exist and the owner is considering how to share these with parents, to supplement the discussions which currently take place.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. The owner is working closely with early years advisors to ensure she has the necessary skills and expertise to manage and monitor staff performance. This must continue to ensure employment procedures, for example evidence of good health, and interview techniques are thorough enough to assess staff's suitability. The owner's knowledge of requirements of her registration is generally sound, in discussion she shows knowledge of most occasions when contact should be made with the regulator (Ofsted) although does not recognise that these should include allegations which may be made against a staff member. Space and resources within the nursery are well organised, and the owner and staff frequently review the effectiveness of this for the benefit of the children.

Leadership and management is satisfactory. The owner has identified relevant training which will enhance the staff's knowledge of how to provide a balanced early years curriculum. In discussion she shows understanding of how to build and motivate a committed team of staff. She recognises that her work directly with staff each day and completion of regular formal appraisals will enable her to identify individual training needs, and monitor the children's progress towards the early learning goals.

Improvements since the last inspection

This section is not applicable as this is the provider's first inspection.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any 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.

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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):

- implement regular risk assessments and use this information to minimise risk of accidents
- further improve knowledge of the National Standards with regard to management of allegations against staff
- put in place systems to ensure the recruitment of suitable staff and monitoring of their performance (also applies to nursery education)

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):

- put in place systems to plan for and monitor children's progress towards the early learning goals.

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