

Little Wendy House

Inspection report for early years provision

Unique reference number EY372974
Inspection date 04/02/2009
Inspector Jasvinder Kaur

Setting address 23 Walsall Street, WEDNESBURY, West Midlands, WS10
9EL

Telephone number 0121 505 5800

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Little Wendy House nursery registered in 2008. It operates from seven rooms in a converted building. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area on the outskirts of Wednesbury, West Midlands. The premises are accessible via three steps. The nursery is open six days a week all year round. From Mondays to Fridays the sessions are from 07.00 to 18.00 and on Saturdays the sessions are from 10.00 to 16.00.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 74 children may attend the nursery at any one time. There are currently 13 children aged from birth to under five years on roll, some in part-time places. The nursery serves the local area and offers full day care and out of school care for children over eight years of age.

The setting employs four members of staff. Of these, three hold appropriate early years qualifications to Level 2 or 3 and one staff is working towards a Level 2 qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Generally, the children are provided for effectively, although some of the specific legal requirements are not met, which means that children's welfare and safety is not fully protected. Children settle well and are involved in a suitable range of activities which they enjoy. Policies and procedures are effective and inclusive for those children who attend. They take account of individual needs and backgrounds, although they are not sufficiently shared with parents and carers. In general, children benefit from the setting's positive partnership with parents and carers.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- deliver all six areas of learning and development including writing for a variety of purposes through planned, purposeful play, with a balance of adult-led and child-initiated activities
- take reasonable steps to minimise hazards to children, with particular reference to electric sockets and windows on the first floor and ensuring a record of all visitors is kept
- improve further the system of sharing information with parents especially in regard to the policies and procedures relating to the provision.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person with a current 18/02/2009

paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Promoting good health) (also applies to both parts of the Childcare Register)

- ensure that all members of staff understand the safeguarding policy and procedure. (Safeguarding and welfare) (also applies to both parts of the Childcare Register)

18/02/2009

The leadership and management of the early years provision

Children's care and welfare are appropriately promoted in most areas as some of the staff update most of their professional skills by attending some training workshop such as the Early Years Foundation Stage, food hygiene, inclusion and effective key working. However, not all staff fully understand the safeguarding policy and procedure nor does the setting ensure that there is at least one person who has a current paediatric first aid certificate present on the premises at all times when children are attending. Consequently, children's welfare and safety is not promoted.

All required policies and procedures including the complaint procedure and children's records are suitably maintained and readily available for inspection. There is a good security system in place for the premises. Adequate risk assessment and daily safety checks are carried out in most areas to eliminate hazards. However, windows on the first floor and electric sockets are not made safe, and visitors are not asked to sign the visitors' book. This compromises children's safety. Nevertheless, thorough recruitment procedures are in place to ensure that children are cared for by staff who have completed appropriate checks. Systems to monitor continuous improvement and self-evaluation ensure that most improvements are made where necessary. Recent examples are updating the policies and procedures and providing a wide selection of age-appropriate resources to meet children's needs.

A suitable selection of resources and displays are available illustrating positive images of diversity to encourage children to understand and respect the values and differences of others. Some staff are experienced and most are trained in respect of working with special needs children. Close links with the district Special Educational Needs Co-ordinator (SENCO) and other professionals allow all staff to seek advice and support to ensure children's needs are met effectively. This means inclusive practice is well promoted. Staff normally establish positive relationship with parents and carers and recognise their contribution as partners in their children's care and well-being. Appropriate opportunities are provided to discuss children's progress and to seek parents' and carers' views on the education.

The quality and standards of the early years provision

Children are provided with satisfactory opportunities to help them make adequate progress across most areas of learning and development. An effective key person system ensures that babies and older children become familiar with the provision and feel confident and safe. Children benefit from appropriate child to staff ratios. As a result, children have good individual attention and show good levels of concentration which helps their development. Premises are welcoming to children, with a wealth of displays of their own art work and colourful posters in all playrooms. Babies receive positive interaction from staff, who spend time talking to, holding and playing with them. One-to-one attention and eye contact help to promote their well-being. A variety of toys and equipment including mirrors help babies to become aware of themselves and develop a curiosity about things and their environment. The staff are developing their observation and recording methods to ensure that each child's needs are being fostered. All staff contribute to planning of activities. However, children are not routinely challenged in all six areas of learning and development. Writing skills for a variety of intentions are not supported appropriately through planned or purposeful play.

Number games, good visual aids and appropriate opportunities to calculate and solve simple number problems help children to develop their numeracy skills. Older children confidently count in the correct order and recognise and write numerals. Children extend their vocabulary by sharing their thoughts and experiences. Younger children select books spontaneously and show interest in the illustrations and prints and, saying the names of the objects. They enjoy listening to story and copy staff's gestures while following the narrative. Some opportunities are provided for making marks and writing. Occasional walks in the area, daily access to the outdoor play and the use of appropriate play equipment promote children's physical development. A suitable range of programmable toys gives them opportunities to begin to develop their understanding of how technology can help them in their everyday lives. Children develop their creative talents, as they use a suitable range of art and craft materials to create their own work alongside more structured art activities for the purposes of themed pieces or a wall display. For example they paint and draw, make shapes and collages associated with Valentine's Day.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance and instructions from staff. They learn to keep themselves safe through practical daily routines and the staff's guidance with things like how to sit safely on a chair and why it is important not to put too much fruit in the mouth at one time. Children enjoy freshly cooked healthy and nutritious meals and fresh fruits at snack times. Drinking water is readily accessible for all children through out the day. Babies food and bottles are clearly labelled and safely stored in a fridge.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Qualifications and training) 18/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report.(Qualifications and training) 18/02/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the registration.

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.