

# Wendy House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	228987
<b>Inspection date</b>	04/06/2009
<b>Inspector</b>	Kashma Patel
<b>Setting address</b>	129 George Road, Erdington, Birmingham, West Midlands, B23 7SH
<b>Telephone number</b>	0121 377 6927
<b>Email</b>	
<b>Type of setting</b>	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 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

Wendy House Day Nursery opened in 1986. It operates from a two storey premises in Birmingham. The first floor consists of two playrooms and a bathroom where the younger children are cared for. Older children are cared for in a large playroom on the ground floor. Bathroom and kitchen facilities are also located on the ground floor. There is an enclosed garden available for outdoor play. Access to the setting is gained via a small step at the front of the building.

A maximum of 20 children may attend the setting at any one time. There are currently 17 children attending who are within the Early Years Foundation Stage (EYFS). The setting is also registered on the Childcare Registers, although currently only cares for children in the early years age range. The setting is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting is open five days a week, all year round, except for bank holidays. Sessions are from 07.45 to 17.45.

There are five childcare staff, including the proprietor. Four staff have early years qualifications to level 2 and 3. A part-time chef is also employed. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. Learning opportunities at the setting for older children have significant weaknesses that limit the progress in their learning and development. Observations and assessments are in place, however, staff are not certain of children's starting points and the next steps in children's learning. Staff provide a friendly environment where both children and parents feel welcome, however, parents have limited involvement in their children's learning. Links with other settings delivering the Early Years Foundation Stage have not been established. The setting does not have a process of self-evaluation to enable them to reflect on their strengths and areas for development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 23/06/2009
- develop knowledge and understanding of the Early Years Foundation Stage to support children as they 23/06/2009

progress towards the early learning goals (Early learning goals)

- undertake sensitive observational assessment in order to identify starting points and the next step in children's learning (Organisation) 23/06/2009
- ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis: provider must maintain a record of these particular aspects and when and by whom they have been checked. (also applies to both parts of the Childcare register)(Suitable premises, environment and equipment) 16/06/2009
- develop and implement a system for self-evaluation and engage in reflective practice to ensure that quality improvement is a continuous process (Organisation) 16/06/2009

To improve the early years provision the registered person should:

- improve the two way flow of information with parents and other agencies to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development.

## **The leadership and management of the early years provision**

Children's welfare is not adequately promoted in the setting. A daily room check is carried out by staff before children arrive, however, a detailed risk assessment is not in place of all the areas accessible to children. For example, windows on the first floor do not have a safety chain to prevent them opening too far and this poses a potential risk to children. Most staff have completed child protection training and are aware of the indicators of abuse and neglect. All the required policies and procedures are in place and are accessible to both staff and parents. All staff have appropriate qualifications and are generally clear about their roles and responsibilities. The proprietor and the manager have not fully updated themselves with the Early Years Foundation Stage ( EYFS) and this impacts on the quality of the learning and development outcomes for children.

Partnerships with parents and carers is inadequate. The setting is unaware that links have to be established with other settings which children attend to ensure consistency and continuity of care and education. Parents are provided with limited information about the EYFS, and this is due to staff's limited knowledge and experience of the learning outcomes. This means that parents do not have opportunities to take part in their children's learning. However, they do have access to children's folders which contain some information about their progress through the use of photographs and samples of work.

Recommendations raised at the last inspection have been addressed. The setting has regular visits from the local authority mentor. A system for self-evaluation is

not in place which means the setting is not monitoring the quality of service provided and identifying areas for improvement.

## **The quality and standards of the early years provision**

Children are generally at ease and settled in their environment. They have free access to a sufficient range of toys and equipment which promotes independence and choice. However, activities are not planned effectively to enable children to make sufficient progress in learning and development. Staff also do not consistently interact with children to develop and challenge their progress towards the early learning goal. For example, staff set out a number activity, but do not sit with children and engage with them. This leads children to boredom who initiate their own play in the free play area. Staff are aware that children show little interest in activities, however, they do not engage in reflective practice to resolve the situation.

There are some opportunities for children to develop their imagination through the use of the role play area. They enjoy dressing up with their peers and playing in the playhouse. Some older children initiate their own play and learning. For example, they make a line of cars and count them with very little support from staff. There are limited opportunities for children to develop their skills in reading and writing, books are not interesting, age appropriate and many are damaged. Tools for writing are not freely accessible and the range is limited. Opportunities for children to write and recognise their names is also limited which means children are making insufficient progress towards their literacy skills.

Some children demonstrate appropriate levels of confidence as they approach staff and ask for their favourite toys. They talk to the inspector with ease asking her name and about her laptop. Children are developing appropriate skills in their physical development as they access wheeled toys and go for regular walks to local parks to feed the ducks.

Children are offered healthy and nutritious meals which meet their individual dietary requirements. However, snack time is not a social occasion as staff do not sit with the children. Drinks and snacks of fruit and raisins are freely available which ensures children stay hydrated and their independence skills are promoted. Children learn about appropriate hygiene practices as they readily wash their hands before eating and after using the toilet. Appropriate procedures are in place for sick children which ensures they are cared for appropriately should they become ill whilst at the setting. Children learn about how to keep themselves safe as they take part in regular fire drills. This ensures they know what to do in an emergency situation. Children are beginning to show care and consideration for each other, older children ensure their younger siblings are well looked after by checking on them and cuddling them. Children generally play well together sharing and taking turns with toys and equipment. There are some opportunities to learn about different cultures and religions through the celebration of festivals.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

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

### Quality and standards

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

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## 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 above (Suitability and safety of premises and equipment) 16/06/2009

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 above (Suitability and safety of premises and equipment) 16/06/2009