

Wendy House Day Nursery

Inspection report for early years provision

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Inspection date	05/01/2010
Inspector	Jennifer Turner
Setting address	129 George Road, Erdington, Birmingham, West Midlands, B23 7SH
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Type of setting	Childcare on non-domestic premises

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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.

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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 nursery is gained via a small step at the front of the building.

A maximum of 20 children may attend the nursery at any one time. There are currently 10 children attending who are within the Early Years Foundation Stage. The nursery is also registered on the Childcare Register, although currently only cares for children in the early years age range. The nursery is able to support children with special educational needs and or disabilities and children who speak English as an additional language. The nursery is open five days a week, all year round, except for bank holidays. Sessions are from 7.45 am to 5.45 pm.

There are five childcare staff, including the proprietor who work with the children. Four staff have early years qualifications to level three. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a warm and child friendly environment where staff ensure they are valued as unique individuals and their learning and development needs are addressed well. Generally effective arrangements exist to ensure children's safety, health and wellbeing. Strong links with parents/carers help involve them in their children's care and education and they are kept well informed, although information regarding children's starting points are not fully obtained. The provider strives for improvement and the process of self-evaluation is effective.

What steps need to be taken to improve provision further?

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

- ensure risk assessments of the outdoor is completed daily and ensure fire drills are conducted regularly
- develop system to gather information regarding children's starting points.

The effectiveness of leadership and management of the early years provision

There are effective procedures in place to ensure that the adults having access to children are suitable to do so. There are robust policies and procedures to ensure

the safeguarding and welfare of children, clearly understood by the staff following recent training. There are appropriate recruitment and selection procedures to ensure all staff are suitably vetted. Staff performance is monitored through induction and ongoing appraisals. Staff have a clear understanding of their individual roles and responsibilities and they access relevant training to enhance their knowledge and skills to benefit children's learning and development. Children are fully supported through effective staff deployment and daily routines that take account of their individual needs. Children's learning is actively promoted and their progress is monitored effectively through use of regular observations. Policies and procedures are made available to parents although these are currently being updated. Risk assessments have been developed to cover all areas of the provision including outings, however staff are not diligent in ensuring daily checks of the garden and fire drills are carried out to minimise possible risks to children.

Partnership with parents is good and valued by the provider. Parents are fully involved in their children's learning and development through effective regular two-way communication. Parents are given daily diaries to keep them informed of their children's daily activities and progress. However, information regarding children's starting points are not always requested at the start of the placement to ensure staff are fully aware of where children are in their development. Parent's evenings and regular newsletters ensures they are kept informed of events. Activities are relevant to children's developmental needs as staff follow their individual play choices and interests. Children benefit from the effectiveness of the providers self-evaluation which contribute to the continuous improvement of the provision. Support from other agencies and close links with the local children's centre enable staff to share good practice and ideas for topics and activities. Staff have a good understanding of the Early Years Foundation Stage and plan for each individual child in full consultation with their parents.

The quality and standards of the early years provision and outcomes for children

The Early Years Foundation Stage has been successfully implemented and planning restructured to address the early learning goals and how children learn through a wide variety of different play experiences. Children generally have a sound understanding of staying safe through gentle reminders about codes of behaviour and how to cross the road safely. However, they are not sufficiently familiar with the emergency escape plan because they do not take part in regular fire drills. Observations and assessment of children's learning is monitored and recorded through individual learning journals. Space is organised to allow children to move freely and safely around the playrooms as staff actively encourage children to make independent choices about their play. Children learn to keep themselves healthy as they have daily opportunities for outdoor play. They enjoy playing in the snow and great laughter is had as they throw snow balls at staff. Children enjoy a range of healthy and nutritious meals that are freshly cooked on the premises each day. They have free access to drinks, raisins and fruits which they help themselves to throughout the day. Children's independence and self-help skills are actively encouraged as they wash their hands competently after toileting and before meals.

Children are keen and interested in their play activities and there is a good balance of adult and child initiated play activities made available to them. Children enjoy moulding and rolling dough and use a variety of arts and crafts to stick, colour and paint. Children increase their imagination and share their thoughts, ideas and feelings through using musical instruments and role play activities such as dressing up. Staff provide children with opportunities that help them learn to count and problem solve. Children are beginning to understand the concepts of simple adding and subtraction as they take away one ball of play dough from four and tell staff there are three left. They match words to picture cards and self register placing their names on a wipe board when they arrive. Children handle a range of tools to make and build objects. Children learn about their own and other customs and cultures, through meaningful experiences such as celebrating Halloween, Christmas and Chinese New Year.

Children's language is developing well as staff ask questions to stimulate their thinking. Children enjoy listening to stories, choosing books from the book corner for staff to read to them. Children have easy access to a variety of writing materials so that they can practice their early writing skills. Children behave well and staff support them in learning to share, take turns and show consideration for each other. Children respond well to praise and encouragement which helps develop their confidence and self-esteem and they show off stickers given to them for being helpful.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

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