



The Wendy House Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number EY303528
Inspection date 06 October 2005
Inspector Kelly Eyre

Setting Address Manor Farm Business Park, Shingay cum Wendy, Royston,
Hertfordshire, SG8 0HW
Telephone number 01223 208869
E-mail
Registered person The Wendy House Day Care Nursery
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.

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 good.

WHAT SORT OF SETTING IS IT?

The Wendy House Day Care Nursery is privately owned. It opened under the current registration in February 2005. It operates from a converted building which is situated in the village of Shingay-cum-Wendy, near Royston. A maximum of 59 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.15 for 51 weeks of the year. All children share access to a secure, enclosed outdoor play area.

There are currently 78 children aged from birth to under 5 years on roll. Of these, 16 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs fifteen staff. Eight of the staff, including the manager, hold appropriate early years qualifications. Four staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean environment. They are beginning to learn about the importance of personal hygiene, for example, they wash their hands before snack and meal times but staff miss some opportunities to discuss this further and increase children's understanding of this area. Children are offered healthy and nutritious snacks and meals. These are prepared daily on the premises using a wide range of fresh ingredients. Children's special requirements with regard to health and diet are well documented and parents' wishes are respected.

Children enjoy a range of physical activities which contribute to their good health. They develop control of their bodies and improve their physical skills and co-ordination as they participate in activities such as music and movement sessions. They also regularly use the outdoor play area where they enjoy playing with ride-on toys, balls, hoops and larger play equipment. Older children's independence is promoted and they are developing an understanding of their own needs, for example, pouring their own drinks at snack time and visiting the bathroom independently.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment where their work is displayed and resources are well organised and accessible. Their safety is prioritised and staff carry out informal safety checks, identifying hazards and taking steps to remove or minimise these. This area could be improved by formalising the daily checks to ensure that children's safety is consistently promoted. Older children are developing an understanding about taking responsibility and keeping themselves and others safe. They are given clear explanations by staff and have participated in topic work covering safety issues such as crossing the road and playing safely in the garden.

Children are cared for using appropriate equipment such as correctly sized chairs, cots and beds. They independently select toys and activities from a range of good quality resources. Staff regularly check these to ensure that they are clean and safe. This area is continuously reviewed by managers and staff and there is an ongoing programme to purchase new equipment and resources. Children's welfare is promoted as staff have a clear understanding of child protection procedures and are able to identify, report and follow up any concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled. Older children are keen to participate and are enthusiastic about the activities and play opportunities provided. All children are confident in their relationships with each other and with staff. Their personal development and self-esteem are promoted through sensitive support and interaction from staff. Children and staff are often engaged in creative discussions about a range of topics, enabling children to develop their social and communication skills. Their independence is promoted as they freely choose resources and activities. Older children are consistently offered new and challenging opportunities, such as making Chinese kites and creating imaginative displays and collages. Staff working with the children who are over two years old consistently make good use of open questions to extend children's learning and encourage them to think further.

Younger children are offered an effective range of opportunities and activities because staff have a clear understanding of child development and know individual children well. The children settle well because the staff are experienced and very caring, being aware of children's routines and particular needs. A number of staff are booked on a course to extend their knowledge of the 'Birth to three matters' framework. This will improve the planning of a balanced range of activities and the promotion of younger children's development in all areas.

Nursery Education

The quality of teaching and learning is good. Children are making good progress and their overall development is promoted because staff working in this area have a thorough knowledge of the Foundation Stage Curriculum, planning and adapting activities appropriately. Children clearly show their enjoyment as they participate in an extensive, balanced range of activities. These include regular opportunities to participate in role play, crafts and physical play, and also themed work covering topics such as 'Autumn', 'Staying Safe' and 'Down in the Jungle'. Children's individual progress and needs are clearly recognised by staff who carry out regular assessments and use this knowledge when planning future activities. However, this area could be improved by the introduction of clearly dated assessments which could then be formally used to influence future planning.

Children are motivated and fully engaged in their play and activities. They have a clear understanding of their own needs and are confident in meeting their personal needs such as independently visiting the toilet. Children have good relationships with their peers and listen carefully to each other, discussing activities and organising imaginary games and turn-taking. They show an appreciation of stories, listening intently and often joining in and predicting outcomes. They are able to remember the main themes of stories, books and rhymes and enjoy acting these out, using props and masks to help with this.

Children are gaining a knowledge of their community and the wider world through the provision of a range of resources and activities. These include topics covering Divali and the Chinese Kite Festival. Children's knowledge is further increased as staff

consistently offer clear explanations. They are also skilled in adapting their planning to include particular areas of interest and requests made by children, for example, adapting a recent activity so that children could make kite-shaped biscuits to link with the Chinese Kite Festival theme.

Helping children make a positive contribution

The provision is good.

Children are offered a variety of activities that help promote their understanding of society and increase their awareness of other cultures and ways of life. These include celebrations connected with Divali and Chinese New Year and the invitation to the setting of visitors such as a paramedic and fireman. Children are valued and respected as individuals and staff ensure that specific needs are clearly identified and consistently met. Children are kind and considerate to each other and to staff. Their behaviour is good throughout the sessions as they choose their activities and competently organise turn-taking and sharing. They respond well to staff, and the positive approach and good staff role modelling ensures that children's spiritual, moral, social and cultural development is fostered. Children who have special needs have their requirements clearly identified and met as there is a practical policy relating to this and staff ensure that this is implemented daily, working sensitively with individual children to ensure that all are included in the activities and routines.

The quality of the setting's partnership with parents and carers is good. There is a strong commitment to involving parents fully in the setting and in their children's learning. Parents are kept very well informed of their children's progress through daily information sheets or books, regular newsletters, consultation evenings and informative notice boards. This positive attitude helps ensure that parents' views are valued, standards are maintained and appropriate care can be provided for each child.

Organisation

The organisation is good.

Overall, the provision meets the needs of all children who attend. Their play opportunities are enhanced by the effective organisation of space, allowing them the freedom to move safely and independently from one activity to another. This enables them to feel confident to initiate their own play and learning. Children's welfare, care and safety are promoted through the staff's practical knowledge of the nursery's policies and procedures. There are stringent procedures in place for checking that all staff are suitable to work with children and this is supported by a clear induction process for new staff, ensuring that all are able to work appropriately with the children. Children's overall welfare is further promoted by the clear understanding that the nursery owners have of their role and responsibilities, ensuring that they are aware of all regulations and changes in legislation.

The quality of leadership and management is good and children benefit from a well-managed setting. Managers and senior staff act as excellent role models and

staff are motivated, regularly attending additional training. This ensures that they are able to provide appropriate care for all children. Sessions are well planned, with a balanced range of activities throughout the day. Children are always given sufficient time and resources to enable them to complete their activities and tasks. Their progress is tracked through ongoing assessments and parents are kept well informed of this. Staff meet regularly to plan future work, ensuring that the needs of individual children are met and the development of all children is promoted.

Improvements since the last inspection

Not applicable as this is the provider's first inspection since new registration.

Complaints since the last inspection

There have been no complaints since 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.

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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):

- review hygiene practices to encourage children's independence and develop their understanding of this area
- improve the safety of the children in all areas by reviewing daily safety checks
- ensure that a balanced range of activities is provided for children under 3 years old, for example, by referring to the 'Birth to three matters' framework.

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):

- improve the method for recording assessments of children's progress and

ensure that this clearly feeds into the planning process.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk