



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 118626**

**DfES Number: 517164**

### **INSPECTION DETAILS**

Inspection Date      23/08/2004  
Inspector Name      Deborah Ann Benn

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      The Wendy House  
Setting Address      76 Station Lane  
                                 Hornchurch  
                                 Essex  
                                 RM12 6NA

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Wendy McAuliffe

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Wendy House Day Nursery opened in 1989. It has sole use of a two storey house in Hornchurch, within easy distance of Hornchurch station and the main shopping street. The children are cared for in five playrooms, there is a fully enclosed garden for outdoor play.

There are currently 72 children aged from 3 months to 4 years on roll. This includes 19 funded three-year-olds and 10 funded four-year-olds. Children attend for a variety of sessions. The setting supports a number of children with special needs but none currently who speak English as an additional language.

The nursery is open Monday to Friday all year round. The opening hours are from 08:00 to 18:00.

There are 16 staff in total working with the children of whom 13 hold early years qualifications to NVQ level 2, 3 or 4. There are 3 staff currently working towards a recognised early years qualification.

The nursery receives support from the area Special Educational Needs Co-ordinator and a teacher from the Early Years Development and Childcare partnership.

### How good is the Day Care?

The Wendy House day nursery provides good quality care for children.

The premises are bright and welcoming with attractive and informative displays. There is ample room for children to rest, play and eat with particularly good use being made of the outside play area. However, space in the Rainbow room does not fully afford privacy for children using potties. Play equipment is of very good quality, easily accessible and storage is well organised. The required documentation is appropriately kept and maintained on a daily basis and there are effective systems in place to ensure that Ofsted are informed of staff changes and appropriate checks carried out.

There is a high standard of hygiene and safety maintained throughout the premises and within the practices of the provision. Staff have a clear commitment to equality issues and the promotion of anti-discriminatory practice. A positive attitude toward diversity is reflected in activities and resources. The whole staff team have a clear understanding of their responsibility to protect children and knowledge of the appropriate procedures to be followed.

Children have access to a wide range of age appropriate activities which staff adapt skilfully to ensure that all children can take part. There is a good balance between adult directed and child initiated activities, with staff acting as enablers and helping children to build on their own ideas. Children are encouraged to respect each other and good behaviour is acknowledged and praised by staff who are good role models and speak to the children and each other with respect.

Parents are very happy with the care and are provided with good quality information about the setting. An effective keyworker system is in place and parents are kept well informed of their child's development and encouraged to be actively involved in their learning.

#### **What has improved since the last inspection?**

At the last inspection the provider agreed to ensure that gas and electrical appliances were serviced as required and the certificates made available for inspection. A system has been set up to ensure regular checks are carried out by appropriately qualified outside agencies, the certificates are kept on site.

#### **What is being done well?**

- The operational plan works well. Good policies and procedures are in place which the staff team work to at all times. Staff deployment is very good and clear rotas ensure that ratios are maintained at all times. Staff development and ongoing training is encouraged.
- The staff form warm, positive relationships with children and have a very good understanding of each child as an individual. They provide children with a secure, happy and family environment, that supports children's development and self-esteem and confidence.
- The outdoor play area is well planned and utilised. The paved area and astro-turfed area are separated ensuring that small groups of children can take part in different types of activities safely and under close supervision. The garden is also used for children to learn about living things and take part in growing and taking care of plants.
- Very good risk assessment procedures are in place. Senior staff ensure that all areas are checked on a daily basis with excellent processes in place to ensure that maintenance concerns are attended to urgently. High priority is given to health and safety issues, all staff are aware of their responsibility to be vigilant to children's safety at all times.
- Staff interaction with the children is very good and they provide good role

models. They talk, listen and question children, as well as re-enforcing good manners and social skills. Praise and encouragement are used frequently and children are kept occupied and stimulated, consequently children behave well.

#### **What needs to be improved?**

- the use of space in the Rainbow room regarding affording privacy to children using potties

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Ensure that children in the Rainbow room are afforded privacy when using toilet facilities .

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The Wendy House Day Nursery provides high quality education overall, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff understand how children learn and are confident and knowledgeable in their use of the Foundation Stage. They plan activities well with a real awareness of each child's needs and stage of development. Small group work is used effectively and staff constantly record children's progress on the stepping stones towards the early learning goals. An effective keyworker system ensures that staff know the children well. They skilfully adapt activities to support younger and less able children and challenge more able children's thinking.

Leadership and management is very good. The manager and senior staff team have clear and appropriate aims for the children's care and education which are shared by rest of the staff. The manager has worked hard to develop very well organised written procedures and resources which support and enable the smooth running of the setting. Staff development and training is actively encouraged, annual appraisals and regular team supervision meetings are used to identify training needs. An effective mentor system is in place, making very good use of experienced staff's knowledge to support newer staff and students.

Partnership with parents is very good. The setting actively encourages parents to be involved in their child's education. Regular activities sheets reflecting the areas of learning, inform parents of themes, topics, songs and stories being used and give ideas for linked activities at home. Parents evenings are held twice yearly to meet individually with keyworkers, receive feedback about their child's progress and be involved in their individual learning plan. An attractive display in the entrance hall gives detailed information about the Foundation Stage. The setting actively seeks feedback from parents and welcomes their input.

### What is being done well?

- Staff have a sound understanding of the stepping stones towards the early learning goals. The planning, preparation and evaluation of activities is good and takes into account children's individual needs. Staff closely monitor children's progress and offer appropriate challenges and support.
- Good use is made of daily activities and routines for children to explore mathematical concepts. Staff consistently encourage children to use mathematical language and ideas, helping them to define position and direction as well making sense of numbers. For example encouraging them to work out if there are sufficient chairs for the number of children present.
- Children's physical skills are promoted very effectively through a range of well planned indoor and outdoor activities and staff's clear understanding of how

children learn. Staff are skilled at building children's confidence and providing more able children with further challenges encouraging their development and keeping their interest.

- An appropriate range of good quality books are available to the children in each play room, they are easily accessible and children handle them with confidence and enjoyment. Staff actively encourage children's interest in books and help them to see the written word as a source of information as well as pleasure.
- Staff effectively promote good behaviour and help children to learn consideration for others. They give children clear and consistent boundaries and help them to understand the impact of unacceptable or selfish behaviour on others. Their calm and polite manner sets a very good example for children.

#### **What needs to be improved?**

- opportunities for children to self select from a wider choice of craft materials

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection.

In response to providing more information to parents about their child's progress and making them aware of the early learning goals for the six areas of learning a number of initiatives have been developed. A display board has been created in the entrance hall giving detailed information about the Foundation Stage of Learning and how the stepping stones are used to identify children's progress toward the early learning goals. Parents evenings are held twice yearly to discuss children's progress, with written records to support the information shared. Individual learning plans, which are reviewed with the parent, are in place for all children and there is a system to provide individual education plans for children with special needs.

In response to providing more opportunities for children to be aware of different cultures and beliefs, the nursery has increased it's resources and developed it's planning. Different world faith festivals are acknowledged and included in regular activities. The nursery has made good use of parents and members of the local community to ensure that their information is well researched and resourced. Resources, including toys, dressing up clothes, books, posters, music and food reflecting different cultures have been increased and are used on a daily basis. Staff have also received awareness raising training.

In response to providing opportunities to improve children's climbing and balancing skills, resources have been added and planning improved. A number of age appropriate stilts have been purchased, for use both in and outdoor. The garden area is well organised to provide safely for children to access climbing apparatus on a soft surface. Planning ensures that children get daily opportunity for structured physical activities and challenges as well as to run freely, with good wet weather

alternatives in place.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn. They confidently express their feelings and make decisions about their own needs such as needing a drink or putting on aprons before some activities. Children behave well and are learning to take turns and share. Older children show concern for younger children and are inclusive in their play. Children learn about different faiths and cultures through activities such as making red envelopes for Chinese New Year and a wide range of resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently in familiar groups and are keen to share their thoughts and ideas. They are confident writers and enjoy practising their skills within everyday activities such as using a notepad to take messages beside the telephone in the role play area. Older children write their own name on their art work and ask for help to write a title to their picture, forming recognisable letters. Children link sounds and letters naturally and some are using this to begin to read.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can recognise numerals out of sequence and are able to effectively relate them to groups of everyday objects. They confidently count when joining in with number rhymes and songs. Children understand and use positional and directional language such as on top, underneath, close to and far away. Their understanding of using mathematical concepts to problem solve is further reinforced by having daily opportunity to take part in activities such as setting the table and playing seeking games.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Well planned activities help children learn about the natural world. They explore living things, learn about life cycles, regularly going on mini-beast hunts and have opportunity to plant seeds and care for flowers. Children have daily opportunity to build and design using a variety of construction kits, sand and malleable materials. They access the computer with confidence and learn about everyday technology through resources used in role play such as children "scanning" shopping at the till.



### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children take part in daily activities which support their physical development, both indoors and out. They learn to move with control and practice eye hand co-ordination through a wide range of games. Staff appropriately extend activities such as progressing from throwing and catching to using a bat and ball and introducing rules to further challenge older children. Children understand the importance of staying healthy and of good daily hygiene practices such as washing hands before eating.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children enjoy drawing and painting freely and have daily access to creative materials such as paint, collage, chalk and drawing materials; although choice of collage materials is limited at any one time. Children use their imaginations naturally and confidently responding to stories and creating their own scenarios in role play. They confidently sing songs from memory and enjoy frequent music and movement sessions responding sensitively to the music.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues but consideration should be given to the following:
- make a wider choice of creative materials readily accessible to children at all times in order that they can self select

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*