

The Wendy House

Inspection report for early years provision

Unique reference number	EY363957
Inspection date	31/03/2011
Inspector	Lilyanne Taylor

Setting address	5 Brockhampton Road, HAVANT, Hampshire, PO9 1NU
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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

The Wendy House registered in 2008. It is a privately owned nursery and operates from a detached house that is situated in Havant, Hampshire. The whole house is registered for use and is used solely for day care purposes. There is a fully enclosed outside play area.

The nursery is registered to provide care for a maximum of 34 children under eight years at any one time; all of these may be in the early years age group. Currently, there are 64 early years age group children on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four. Care is also able to be provided for children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is, Monday to Friday, from 7.30am to 6.00pm for 50 weeks of the year, excluding bank holidays.

The nursery owner works in the setting alongside the nine staff she employs; of these, seven hold an early years qualification at level 3, and two at level 2. Two members of staff are currently working towards enhancing their existing qualifications, and one is studying for an Early Years Foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are provided with a suitable range of activities and play experiences that support them to make satisfactory progress in their learning. Managers and staff are aware of the weaknesses with their recording and planning systems, and work to improve this is ongoing. At times, the organisation of the setting does not fully meet the needs of older children. Most procedures ensure the good health and safety of children. Systems for ensuring parents are able to be fully involved in their children's care and learning, are not consistently implemented across all areas of the setting. Improvements made to the outdoor area have had a beneficial impact on the opportunities all children have to be out in the fresh air.

What steps need to be taken to improve provision further?

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

- review the procedures in place for cleaning toys in the baby department to ensure items that are placed in the mouth are sterilised after each child's use
- review the deployment of staff to ensure maximum use is made of all areas available for pre-school children's use thus enabling them to have the opportunity to freely move from one area to another and engage in well-spread activities of their choosing

- improve the partnership working with parents by ensuring all parents of children in the pre-school are informed of the member of staff who is their child's key person so effective and meaningful exchange of information can take place and they can be fully involved in the care, learning and education of their children
- implement a system to show how the ongoing suitability of staff is confirmed.

The effectiveness of leadership and management of the early years provision

Staff have sound knowledge of the procedures they should follow if they have any concerns with regards to children's welfare. In addition, should any allegations be made against staff then these would be dealt with appropriately. All new staff are appropriately vetted to ensure their suitability and their induction informs them of the operational procedures they are to work to. However, there is no system in place to confirm the ongoing suitability of existing staff. Un-vetted persons do not have lone access to children and the premises are kept secure. Risk assessments, conducted daily, identify most hazards children are exposed to within the premises. Records of attendance show the actual times children are present. The regular practising of fire drills ensures all children learn how to exit the premises safely. Through monitoring and evaluating the setting, managers and staff are able to identify some areas for improvement. They are aware that the records they keep of children's progress, and the information on the daily planning sheets, does not reflect the knowledge they have of the children or show how children's learning is to be progressed. In order to improve this, a manager is currently mentoring staff, and the setting is receiving support from the local Early Years Advisory Teacher. Children have access to a variety of play experiences that support their learning in all areas. All staff work well as a team and a high adult to children ratio is maintained. However, at times the deployment of staff does not ensure maximum use is made of the space available. As a result, older children are not always able to make their own choice of activities or areas they wish to play in. Resources are stored safely at a low level the majority of the time, so children can independently access them. Recommendations raised at the last inspection with regards to improving aspects of children's safety have been successfully addressed. Overall, parents express they are very happy with the care provided for their children and that their children settle well and enjoy attending. Some comment that they believe this is due to their children feeling secure in the home-from-home style setting. All required documentation, for ensuring children receive care that is in accordance with their individual needs and parent's wishes, are in place. All children have an assigned a member of staff to be their key person. However, not all parents of children in the pre-school are informed who this person is. In addition, not all parents are aware of the Early Years Foundation Stage. As a result, this is inhibiting them from being able to be fully informed and involved with their children's care, learning and progress. Information on notice boards helps to keep parents up to date with some aspects of the setting, and newsletters inform them of changes to staffing. Policies and procedures are available for parents to view. Systems are in place for sharing information with schools to ensure children's transition into formal education.

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

Staff have a sound knowledge of the learning children are able to gain from activities and an awareness of the stage of development individual children are at. Overall, children are happy, content and enjoy their time. They have established good relationships with staff and are confident in asking for their support. Children are becoming confident communicators and talk readily to others about the pets they have at home. Children use their imagination well; while taking on the role of a builder, they dress up in a hard hat and pretend to mend the home corner door using a drill, and they use a saw to cut out the window. They mould animal shapes out of play-dough and pretend the sharks are sinking in the water that they have requested to be coloured yellow.

Staff interact with the children and join in with their play ideas. They ask questions to challenge children's thinking, such as 'how many pieces of play dough have you got?' and 'why will that brick not sit right on top of others?' Walls around the whole of the setting show that all children have many opportunities to develop their emergent writing skills through a range of mark making activities. Children are beginning to learn how to calculate using objects, such as bricks, and they have some opportunities to gain knowledge of the meaning of written words they see in the environment. Children are beginning to appreciate differences and similarities in people through a suitable range of resources.

Babies and toddlers are provided with a bright and stimulating environment; they are able to see mobiles hanging from the ceiling and photographs of their families on the walls. They engage in a range of sensory activities, such as playing with cornflour mixed with water, baked beans and jelly. Home routines are respected, and through the liaison staff have with parents, they are able to ensure children's individual needs are met.

Children are encouraged to follow a healthy diet; they are provided with a range of nutritious snacks and are becoming aware that they should eat their sandwiches first at lunch time. Children are reminded to wash their hands at appropriate times and the use of hot air dryers to dry them reduces the risk of cross contamination. Systems in place for cleaning toys prevent most children from the spread of germs or infection. All children have the opportunity to be out in the fresh air daily. While playing outdoors, they enjoy a range of activities that help them develop their physical skills. They push items, such as pushchairs and walkers, and ride on wheeled toys and in cars. Children also enjoy playing in the sand pits and throwing, catching and kicking a ball to one another.

Overall, children behave well; they are encouraged to be polite and are beginning to show some respect for resources. Children are becoming aware of behaviour that is acceptable, and that which is not, through the clear explanations they are given. However, because at times they are only able to access the activities that are provided within the room they are in, they become bored and their behaviour deteriorates.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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