

The Wendy House

Inspection report for early years provision

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| Unique reference number | 118626 |
| Inspection date | 01/07/2011 |
| Inspector | Rufia Uddin |

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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 Day Nursery opened in 1989. It operates from a two storey house in Hornchurch, in the London Borough of Havering. It is open each weekday from 8am to 6pm, all year round. It is registered to provide care for no more than 42 children aged under eight years at any one time; of these no more than 16 children may be aged under two years at any one time. There are currently 68 children aged from three months to under five years on roll, who attend a variety of different sessions. The nursery is in receipt of funding for free early education for three-and four-year olds. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery employs 14 staff, of whom 12 hold appropriate early years qualifications. The nursery receives support from the Early Years Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children appear happy to attend and they receive a warm and friendly welcome by the manager and staff. Staff have a good understanding of the Early Years Foundation Stage (EYFS) and they provide an effective range of activities which are well matched to the children's individual needs. Engagement with parents is valued and contributes to the service provided. Staff also work with other child care settings to ease transitions, although systems are not currently wholly effective. An understanding of children's individual needs contributes to the generally good progress they are making in their learning and development. The management has a dedication to driving improvement which ensures continuous development of the setting, and in turn this contributes to good outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to become aware of disability issues
- develop further relationships with local primary schools to support smooth transitions.

The effectiveness of leadership and management of the early years provision

Children are safeguarded at the nursery by a range of effective measures. Risk assessments are regularly undertaken to reduce potential dangers to which

children are exposed. Written safeguarding policies and procedures are in place and implemented effectively by staff who supervise children carefully. Children's safety in an emergency situation is promoted because staff have a good understanding of first aid and written permission is obtained from parents to seek emergency medical treatment or advice. Furthermore, fire drills are carried out regularly to ensure that all children are made aware of what to do in case of emergency, and details of fire drills are recorded and evaluated .

Partnerships with parents are valued and promoted in a number of ways and this effective engagement contributes to the service provided. The setting has required documentation in place and uses this well to promote children's welfare. Parents are provided with good quality information about the nursery's policies and procedures, and strategies exist which encourage parents to be involved with their child's learning. Effective partnerships with local primary schools have been established. The nursery invites teachers in so that children have an opportunity to meet them in a familiar environment to promote smooth transition to school. However, children do not have the opportunity to visit the school with nursery staff. The nursery understands the importance of wider partnerships, for example with the local authority, to support ongoing learning and development.

The nursery promotes inclusion by welcoming all families, helping new children to settle quickly, and offering additional support where appropriate. Although there is a limited range of activities to promote understanding of disability, children's understanding of equality and diversity is generally promoted well by the nursery. For example, the children learn about various cultures by marking special days and festivals, such as Chinese New Year. Furthermore, staff are able to demonstrate an awareness and knowledge of the procedures to follow in the event of children attending who have special educational needs and/or disabilities or those who are learning English as an additional language. Staff are aware of the need to work with other professionals to support children's individual learning needs. Children benefit from a well-resourced environment that supports their learning and development. For example, a variety of puzzles, games and construction resources encourage their problem solving skills.

The management and staff team have a positive approach to securing improvement and a variety of systems are in place to monitor and develop the service. For example, team meetings, staff appraisals and training are used to develop staff member's knowledge and skills. This helps to promote outcomes for children well. The nursery evaluates its service well and involves children, staff and parents in this process. This enables the nursery to set clear targets that promote improvement. Staff use various methods to keep up-to-date with current practice, such as attendance at local authority led training sessions. The nursery has addressed previous recommendations, which reflects the positive approach to sustaining improvement.

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

Staff have a good working knowledge and understanding of the Early Years Foundation Stage (EYFS). They are able to support children well to progress in their learning and development. Staff complete detailed written observations and assessments that link clearly to the planning of activities. They identify children's starting points, 'next steps' and interests and, consequently are able to ensure children are included and remain interested and challenged. Parents are informed about their child's 'next steps' for development, and how they can support this at home. This helps parents to play a more active role in their child's learning.

The communication and language development of the children is supported by staff talking to the children about what they are doing and asking open questions that help to extend their language and reasoning skills. Children show good communication skills as they engage in conversations with each other and staff, confidently expressing their thoughts and feelings. Children engage in mark making and are beginning to develop writing skills. Children can choose to look at books and are developing an understanding of the relationship between text and pictures.

Children benefit from good behaviour management. They behave well, and play happily together, taking turns and sharing their toys. A variety of puzzles, games and construction resources encourage children's problem solving skills and children enjoy exploring with sand and water activities. Children show confidence in using information and communication technology and they demonstrate good lap-top computer control when using learning programmes on the computer. They are therefore developing good skills to support their future learning.

Babies are nurtured and kept safe by attentive staff who understand how to provide for their needs. For example, the staff get to know them through their observation and interactions with parents, and they use their professional knowledge of child development to engage babies in different activities. The well-equipped environment enables children to learn to use their senses playing with natural materials. Some show delight as they touch and feel different textures. They explore the sounds they can make using musical instruments. Children learn about pitch and rhythm when they play with instruments such as drums. Children's creativity is also promoted well as they use paints and soft materials to make collages and handprints to display and take home. They develop their imagination through role-play and dressing-up. Younger children are constantly stimulated by the range of materials arranged at their level, they enjoy hiding in the tent and climbing up and exploring different levels of the baby gym and sensory toys. Warm relationships with their carers mean that babies smile and show increasing confidence as they explore.

All children have access to the outdoor play area which encourages them to be active and develop physical skills. Children make effective use of the outside play area, showing good coordination and spatial awareness while using climbing frames, trampolines, bikes and wheeled toys. Children thoroughly enjoy playing

outside and benefit from opportunities to develop their learning in a range of areas. For example, children are able to develop an understanding of mathematical concepts such as quantity as they play with sand and water and develop their writing skills as they use chalkboards set up outside.

Children's good health and welfare are promoted through the implementation of clear procedures. Children's welfare is promoted as they learn how to keep themselves healthy. They talk about removing germs from their hands as they wash before eating. Children are able to develop their independence and are able to visit the toilets alone. Children are able to help themselves to drinks throughout the day. Healthy eating principles are encouraged as children chat with staff during lunch time. Children sit in small groups when eating, and these times provide opportunities for them to develop their social skills as they enjoy conversing with each other. Children's health is promoted by nutritious meals which include fresh fruit and vegetables. Furthermore any special dietary requirements are known and adhered to.

Children enjoy the friendly atmosphere within the nursery and have developed good relationships with the kind and caring staff. Consequently, they are happy and are able to make good progress in their learning and development.

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

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| 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

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 2 |
| 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