

Wendy House Nursery (Carlisle) Limited

Inspection report for early years provision

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Inspector	Jacqueline Baker
Setting address	Blackwell Road, Carlisle, Cumbria, CA2 4AB
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Type of setting	Childcare - Non-Domestic

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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 Nursery is run by private providers. It opened in 1998 and operates from 10 rooms in a detached building. The nursery is situated in Carlisle and is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to two secure, enclosed, outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 101 children may attend the nursery at any one time and currently, there are 160 children aged from birth to under 8 years on roll. Children come from the city of Carlisle and the wider geographical area.

The nursery employs 34 members of staff to work with the children, of these, 28 hold appropriate early years qualifications. The nursery supports children who have special educational needs and/or difficulties and those who speak English as an additional language. The nursery is in receipt of nursery education funding.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children at Wendy House Nursery thrive in a highly stimulating environment where overall, they make excellent progress with their learning and development. Staff plan an exciting curriculum that inspires all children to be inquisitive and active learners, this has a significant impact on children building highly beneficial skills for the future. Children's safety and welfare is given a high priority and staff encourage children to learn about healthy lifestyles and how to keep themselves safe. The outstanding partnership between parents, carers, other providers and outside agencies ensure that there is a continuity of care and the needs of all children are met. The management and staff are committed to the ongoing development of the nursery, in order to maintain the high level of care and education on offer to all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further opportunities for younger children and babies to experience a greater variety of activities outside in their natural environment.

The effectiveness of leadership and management of the early years provision

There are highly effective safeguarding procedures in place to support staff in promoting children's welfare and safety in the nursery. Regular training for all staff means that they are confident and know their responsibilities if they are concerned about a child in their care. Staff carry out risk assessments and daily checks before children have access to the nursery and are extremely vigilant about visitors to the premises. A robust recruitment procedure together with Criminal Records Bureau checks, regular supervision and appraisal helps to make sure that staff are suitable for the role.

The manager is enthusiastic and passionate about providing excellent care and learning opportunities for all children at the nursery. She is supported by a committed team who are keen to develop their own knowledge and improve outcomes for children. Self-evaluation at all levels reflects rigorous monitoring and searching analysis of what the nursery does well and what needs to improve. An example of this, is the ongoing development of the garden area and improvements to methods of assessing and tracking children's progress.

Equality of opportunity is fully embedded in staff practice. They have an exceptional knowledge of each child's background and this helps to promote a good level of development for most children. The visually stimulating environment reflects the wider world and staff plan activities that celebrate different cultures and beliefs. Key words from children's home language are used effectively by staff to enable children to settle and feel secure. Adults identify a child's need for additional support as early as possible. They share information with parents, colleagues and where necessary outside agencies, to ensure that children get the support they require.

Staff make exceptional use of the resources available, as children play and learn in a child-centred environment. Excellent organisation means that staff are not only able to provide planned activities but also respond to child-led learning opportunities very effectively. For example, parachutes and other resources are stored in the conservatory ready to be used outside, staff and child waterproof boots are accessible and waiting to splash in puddles. Staff are deployed effectively, supporting children where necessary but allowing them to follow their own interests and thoughts. This means that outcomes relating to children's progress in relation to their starting points are outstanding.

Partnerships with parents are excellent and those collecting their children offer very positive feedback about their children's care and progress. Staff and parents share extensive information through daily discussions, daily record sheets, highly informative notice boards, newsletters, questionnaires and parents and carers events. There are also strong links to others concerned with the welfare and development of the children, for example, other providers, health and social care professionals and local authority advisors. This has a significant impact on the continuity of care for all children and helps to make sure that they are able to

develop and learn successfully.

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

Children are motivated and eager to learn in this nursery where the emphasis is on play, exploration and fun. The highly stimulating environment provides the opportunity for them to make free choices and follow their own interests. This encourages children to be independent and promotes excellent progress with their learning and development. Babies are provided with ample play-space to crawl and develop their walking skills in safety. They smile and show great delight as their first steps are immediately praised by attentive staff and their self-esteem and confidence are promoted. Staff use small group time effectively to share familiar stories and practise number rhymes. Children enthusiastically join in, copying the actions to a favourite story about a bear hunt and quickly requesting 'more' when the story ends. Staff have a thorough understanding of how children learn and develop and this is reflected in the robust system of observation, assessment and planning.

Children have a good relationship with staff and seek help and reassurance readily. Babies are quickly soothed by a cuddle and a familiar story, showing that they are developing secure attachments that help them to feel safe. Older children make good use of an 'emotions board' where they can point to an illustration and tell adults how they are feeling. This helps to develop an awareness of their personal feelings and also those of their friends. Children also have an excellent understanding of how to keep themselves and others safe. They wear safety helmets when riding bikes in the garden and are skilled at riding without bumping into others. Reminders about how to use scissors or not running inside are not only discussed with children but also displayed in pictorial form around the rooms. Children are, therefore, acquiring excellent behaviours in order to stay safe.

All children show an exceptional understanding of the importance of following good personal hygiene routines. Activities using 'pretend germs' help children to remember how and when it is important to wash hands together with displays showing how to blow noses, all help to develop excellent hygiene routines. Children make healthy choices at snack and meal times and learn that drinking water and milk is better for their teeth. Generally, children's behaviour is excellent, children learn to share and take responsibilities within the nursery, such as tidying away play things before lunch. This enhances a sense of community and belonging and helps children to consider others.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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