

The Wendy House Day Nursery Impington Ltd

Inspection report for early years provision

Unique reference number	EY425223
Inspection date	24/10/2011
Inspector	Susan Marriott

Setting address	Manor Farm, Milton Road, Impington, CAMBRIDGE, CB24 9NG
Telephone number	01223208869
Email	enquiries@thewendyhouse.org.uk
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Wendy House Day Nursery, Impington was registered in 2011 and is a privately owned. The nursery occupies converted farm cottages located on a small business park on the outskirts of the village of Impington, Cambridgeshire. The setting is registered on the Early Years Register to provide care for a maximum of 44 children in the early years age group. There are currently 26 children on roll. Children have access to an enclosed outdoor play area and have use of the surrounding farmland. The nursery is open each weekday from 7.30am until 6pm and operates all year round with the exception of bank holidays and one week at Christmas. There are six staff currently employed, of whom, five have appropriate early years qualifications. The nursery also employs a full-time cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely happy in the relaxed atmosphere at the setting. This is an extremely friendly, welcoming and fully inclusive nursery which benefits from a highly competent manager and a genuinely committed and caring staff team. However, there is no designated named deputy, which is in breach of a specific legal requirement. The nursery is a very safe, secure and stimulating place to be for the young children who attend. Their individual needs are fully met within this homely environment where children make good progress in their learning and development and enjoy themselves on a daily basis. Committed, strong leadership and robust, continuous reflective practice ensures that the setting has excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that there is a named deputy who is able to take charge in the absence of the manager at all times (Suitable people) 04/11/2011

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

- extend the range of learning experiences offered to children, particularly the opportunities to explore a range of natural materials, textures and opportunities to use different technology.

The effectiveness of leadership and management of the early years provision

Safeguarding requirements are robustly met and the manager has experience of making referrals. All staff undergo a vetting process to establish their suitability to work with the children and have up-to-date Criminal Records Bureau checks. Robust security measures ensure the safety of children and staff. The presence of visitors is suitably recorded and identification is checked in every instance. A comprehensive risk assessment is in place. Monthly practise of fire drills secures the safety of children and staff in an emergency. All required documentation is meticulously organised and effectively underpins the safe and efficient management of the setting.

Good standards of children's care, learning and welfare are effectively underpinned by the highly effective way in which this nursery is led and managed. The nursery manager is an excellent reflective practitioner and demonstrates outstanding drive and ambition to provide the very best care and education for children. Nevertheless, she recognises that the nursery has only been established for a short time and daily practice is still developing. A formal self-evaluation document is used to excellent effect as a working document. For example, improving the range of natural resources available for babies has already been identified by senior management as an area for development. Consequently, the overall quality and standards are judged to be good whereas the capacity to continuously improve is outstanding.

The manager receives enthusiastic support from her dedicated and loyal staff who work in a highly effective manner to ensure that children are constantly well-supervised and cared for. However, there is no clear line of accountability in the absence of the manager. When the manager is not there, duties are delegated to an available level 3 qualified member of staff, because there is no designated named deputy who is able to take charge in the absence of the manager in accordance with the welfare requirements. Effective links with the parents and carers, together with other professionals involved in the care and education of the children, enables the nursery to tailor activities to the individual needs of children in their care. Improved use of the starting points information which is sought from parents when children enter the nursery, enables staff to provide fully inclusive, individualised care. Policies and procedures are consistently implemented to promote equality and eliminate discrimination. Children learn about their own culture and the beliefs and culture of other people, ensuring that relevant festivals and celebrations are acknowledged and shared. For example, the children have been learning about Jewish customs involved in Rosh Hashanah and Yom Kippur and learning words in Hebrew and Persian.

Partnership working is not currently applicable to the children attending but the manager is well aware of the benefits of working with other professionals outside the setting to support children with special educational needs and/or disabilities when appropriate. The nursery makes every effort to work in partnership with parents and carers who clearly value this personal care, support and attention, expressed in letters of thanks, e-mailed compliments and notes on the boards

outside the rooms. Parents compliments include 'the staff are absolutely great, always smiling and looking like they are really enjoying looking after my child'. An e-mail states 'I am now actually feeling excited rather than daunted about the prospect of my baby going to nursery, which says a lot - thank you for that'. A broad range of useful information is available in the entrance porch for parents and this is effectively supplemented by daily discussions on delivery or collection.

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

The nursery is a warm, welcoming place. Children leave their parents with confidence and behaviour is very good. Children are beginning to learn how to share, cooperate and work together, supported by the staff's skilful behaviour management. Staff interact effectively with children, listening to what they have to say and building respectful and caring relationships. They are positive role models and the genuine warmth and kindness from staff helps children develop good self-esteem and a sense of security and belonging. Staff acknowledge children's achievements with praise and actively promotes children's independence.

Staff have appropriately high expectations of the children. They make good progress towards the early learning goals, given their starting points. The manager has totally revised the initial planning systems, ensuring that planning reflects children's interests and incorporates continuous provision. Staff ensure a good balance of adult-led and child-initiated activities covering the six areas of learning, support children's learning with gentle questioning and develop learning appropriately. Observation and assessment systems are in the early stages of establishment and are suitably linked to the criteria in the Practice Guidance.

Children learn social skills and enjoy being with and talking to adults and other children. They feel safe and secure and show a sense of trust. Children learn to keep themselves safe as they are reminded to put their shoes on to protect their toes from being trodden on by others. Staff sit on the floor and read books on request, tracing the words with their fingers and allowing children's favourite toy comforters to sit on their laps to 'see the pictures'. Children spontaneously respond to staff who use the phrase 'rub a dub dub' with the refrain 'three men in a tub'. Children develop an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. They describe the features of autumn and talk about what they see. They respond using their senses, although, the self-evaluation process has identified that opportunities for younger children to explore a range of natural materials, textures and a wide range of technology are limited.

Children are encouraged to adopt healthy habits and an appreciation of healthy lifestyles. They have frequent access to the outdoor areas to benefit from fresh air and exercise. Good standards of hygiene are maintained throughout the nursery and staff engage young children in conversation and song whilst changing nappies and supervising visits to the toilet area. Drinks are freely accessible at all times to ensure that they remain suitably hydrated. Children develop good habits, become

independent learners, develop collaborative skills, problem solving abilities, creativity and creative thinking because they are happy, relaxed, supported and challenged by this stimulating, age-appropriate environment.

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?	2
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	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met