

# The Wendy House Lynwood

Inspection report for early years provision

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**Unique reference number** EY424697  
**Inspection date** 05/12/2011  
**Inspector** Elaine Hayward

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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*.

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## **Description of the setting**

The Wendy House Lynwood was registered in 2011 and is one of two local settings managed by a limited company. The setting operates from four rooms on two floors in a renovated commercial building in Lickey, Bromsgrove. There are two fully enclosed areas available for outdoor play. The setting serves both the local and wider catchment areas.

The setting is registered on the Early Years Register and is registered to care for a maximum of 60 children. There are currently 22 children on roll aged from six months to four years. Children attend for a variety of sessions. The setting is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year.

Eight staff work with the children. All staff hold appropriate Early Years qualifications; one holds professional status and one has a degree in Early Years. Two members of staff hold qualifications to level 4 and the remainder level 3. The setting receives support from the local authority and works in partnership with other professionals.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are offered an excellent range of experiences supporting their learning highly effectively, ensuring they make excellent progress towards the early learning goals. The setting is wholly inclusive and each child is valued and respected. Staff are well qualified and totally committed to ensuring the needs of each child are clearly identified and met. Extensive, purposeful and close partnerships with parents and other professionals further support children's welfare and learning. A full and comprehensive system of self-evaluation and ongoing reflection is in place to ensure continuous improvements are sustained and enhances a setting that meets the needs of children extremely well.

## **What steps need to be taken to improve provision further?**

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

- improving and developing further the partnerships with other settings to enhance outcomes and secure continuity of experience for children.

## **The effectiveness of leadership and management of the early years provision**

Highly effective safeguarding procedures ensure that children are well protected from the risk of harm. Staff update their training and are very clearly aware of the

procedures to take should they have concerns about a child in their care. Robust procedures for vetting and assessing the suitability of staff are clearly in place, along with full induction procedures and staff appraisals to ensure the well-being of all. Robust risk assessments, regularly reviewed, are clearly supported by ongoing daily checks and staff vigilance enabling children to move freely and safely around the setting. Highly efficient organisation and effective staff deployment with an extensive range of high quality resources ensure that children are supervised and supported extremely well. A fully comprehensive range of policies and procedures and detailed documentation enhance the excellent practice. This ensures the safe and highly efficient management of the setting.

Practitioners are extremely highly motivated and passionate about the service they provide. The owner and staff have worked together over several years at their sister setting. As a result, they work extremely well as a team and share a clear vision of what they want to achieve, embedding ambition and driving improvement. All practitioners are experienced, well qualified and committed to regularly update their training in order to develop their knowledge and expertise to enhance further the outstanding provision. Management and staff provide an inspiring environment. They constantly and effectively reflect on their practice, involving children and parents to promote improvement even further, seeking views and guidance from other professionals.

Equality and diversity lie at the heart of the setting. Staff ensure they get to know children's individual needs and interests. There is an extensive settling in period, with staff working in very close partnership with parents to ensure continuity of care. Full and comprehensive information is sought from parents to ensure they meet the needs of the children in line with parents' wishes. The setting provides extensive information about their service, including a parent handbook. Ongoing communication is maintained through daily discussions and diaries, supported by weekly newsletters and clear notice boards. Information is also available via the internet. Parents are encouraged to be involved with their children's learning through extremely clear and informative individual Learning Journals and parents' evenings. Parents speak extremely highly of the setting and of their total confidence in the care and commitment of the staff. The setting works in close partnership with other professionals but has not as yet, fully established full and close working partnerships with other local settings. This is an area highlighted for further development in order to further enhance outcomes for children.

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

The setting is totally child-orientated and promotes extremely happy, confident and independent children who benefit from an excellent balance of child-initiated and adult-led activities indoors and outdoors. Highly effective and thorough planning, ongoing meaningful observations and assessment ensure that children move forward a pace appropriate to their individual needs. Children are clearly motivated to achieve and develop positive attitudes to learning. They make excellent progress in all areas of learning and development given their age, ability

and starting points. They are extremely well supported by dedicated and enthusiastic staff who provide exciting and stimulating activities alongside rest and tranquillity in order to meet their needs. There is fun and laughter along with concentration and involvement in the harmonious atmosphere. It is a setting where children behave well, learn to care and right from wrong. They learn how to keep safe, share, take turns and be polite and courteous, following the lead of the adults who act as good role models.

Babies and children thoroughly enjoy their time at the setting, clearly feeling safe, making very close bonds with the adults who know them and their individual needs so well. Staff ensure they learn as much as they can about the children in their care, creating continuity between home and setting. Delightful interaction, praise, singing and music, smiles and encouragement can be seen between adults and babies, such as at mealtimes or as babies pull themselves up or take a few steps. Babies are tenderly held in the arms of adults when fed with a bottle. There is a calm atmosphere as babies are fascinated by the changing lights in the bubble tube and as they contentedly sleep. Babies and toddlers are keen to explore the exciting range of resources within their grasp, ably supported by the adults around them who clearly understand children's needs. Young toddlers and babies are fascinated by the animated musical Christmas toys, moving to the music, with staff joining in with their fun.

Each room is set up to meet the needs of the children and their age and stage of development across all areas of learning. Children love to access books, the role play areas, dress up, examine puzzles and technology. They love to have stories read to them, sing songs and rhymes and make sounds with a range of musical instruments. Their independence is encouraged as they access their exciting resources as, for example, older children learn about nature, picking up a magnifying glass and examining a twig. They use binoculars and take photographs with their camera, furthering their technology skills. Children are confident to demonstrate their achievements as, for example, older children proudly inform the visitor they can spell their names. They do so and then show how they write the letters, can say and recognise the alphabet and then demonstrate their prowess with numbers and games! Children learn about keeping healthy with daily activities outdoors where they can climb and ride toys. Older children have free access to the outdoors and babies are supplied with 'wet suits' to enable them to make the most of the fresh air in all weathers. Adults take opportunities as they arise to support children's learning, children are fascinated as they discover when they go outside that ice has formed on the large building blocks. They love to break up the ice, hear the sounds as they jump on it and then watch it melt. These activities and discoveries are highly effectively supported by the adults who enthusiastically join in and ask questions to make the children think and to encourage them to want to 'know more'.

Children's understanding of numbers, colours, letter sounds and positional language are promoted by adults who bring them in quite naturally throughout the everyday activities. Children learn about disability, diversity and the wider world as they play with exciting resources, cook foods and celebrate festivals from around the world. They love to explore the natural world as they go on frequent walks to the nearby hills, woods and nature centre. They then love to be creative with their

findings. Children's understanding of healthy foods is promoted as they thoroughly enjoy hot wholesome meals and snacks of healthy fruit. These are sociable times when adults support and extend children's understanding.

Children receive ongoing praise and encouragement for their achievements. Their self-esteem is extremely well supported by caring and knowledgeable staff. Children's independence, taking responsibility and caring values are clearly encouraged. All this and the very positive attitudes and strong relationships that are fostered, clearly equip children extremely well for the wider world, helping them develop skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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