

The Wendy House Day Nursery

Chapel Lane, Wythall, Birmingham, B47 6JX

Inspection date	23/01/2013
Previous inspection date	07/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, motivated and eager to learn. They show good levels of curiosity and imagination, and demonstrate positive behaviour and self-confidence.
- Caring staff get to know the children well. This helps children form secure emotional attachments and promotes their well-being effectively.
- The drive for improvement is demonstrated through accurate and thorough self-evaluation, resulting in a successful improvement plan that supports all children's achievements over time.
- Management and accountability arrangements are clearly understood and consistently applied. The effective programme of professional development helps staff to improve their knowledge, understanding and practice.

It is not yet outstanding because

- Staff value working in partnership with parents, however, there are too few opportunities for parents to share and become fully involved in their children's learning and development at the nursery.
- There is scope to further develop children's awareness of possible differences of culture and ability through improving access to a wide range of resources and activities which promote positive images of diversity.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities throughout the nursery.
- The inspector spoke with the managers and staff at appropriate times throughout the observations.
- The inspector looked at documentation including staffing information, children's nursery journals and a selection of policies and procedures.
- The inspector also took into account the views of parents and information included in the self-evaluation and improvement plans.

Inspector

Lucy Showell

Full Report

Information about the setting

The Wendy House Day Nursery was registered in 2007 on the Early Years Register. It is situated in a purpose-built, single-storey building in Wythall, near the Birmingham and Worcestershire border. The nursery serves a large geographical catchment area of towns and villages. It operates from five base rooms and there are fully enclosed areas available for outdoor play.

The nursery employs 30 members of childcare staff. Of these, two hold degrees, two are

working towards foundation degrees, one holds an appropriate early years qualification at level 6, 25 hold level 3 and two are working towards appropriate early years qualifications.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 162 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase the opportunities for parents to share information about their children's achievements, both at home and in the nursery, so that they can be more involved in their children's learning and development
- consider developing the resources and increasing opportunities which depict lives that are unfamiliar, to broaden children's knowledge and encourage a more inclusive environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff have a secure knowledge and understanding of how to promote the learning and development of young children. The teaching techniques are positive and effective in capturing children's interests. Staff complete a journal for each child which includes photographs of the children enjoying a wide variety of activities at nursery. These records also show how well they are progressing. This is because they contain staff's regular observations and accurate assessments of the children in relation to the 'Development Matters' age/stage bands. Staff use this information skilfully to identify next steps for individual children and create opportunities to enrich learning. The successful planning includes continuous provision which is enhanced by focused and adult-led activities. This means that children are engaged in experiences which have depth and breadth across the seven areas of learning.

Children build special bonds because the key person system is very effective. When they move rooms they are supported by their key person to settle in prior to moving through. In addition to this, detailed information is shared to ensure the following key person understands the child's individual needs and starting points. Parents are actively involved

with this transition and when they first start at the nursery. This is because, at this time, staff consult with parents. However, they are less successful in gathering ongoing information from parents about individual children's achievements at home. This means that some valuable information may be missed. As a result, parents are not fully involved and helped to support children's learning both at home and in the nursery.

Children are enthusiastic learners who have many opportunities to challenge and extend their own learning and develop good skills for the future. For example, they enjoy regular Spanish lessons, forest schools and music groups supported by additional adults. In the baby room, children enjoy a wide variety of opportunities to promote their physical skills. For example, they crawl into the sand tray to scoop and explore with their fingers, climb and balance on the soft play and pull themselves up on low-level storage. They use their senses to investigate their bright and welcoming environment further. Stimulating mobiles hang from the ceiling and colourful lights, baskets of treasure and musical instruments capture their interest.

In the tiny tots room, children are inquisitive and staff respond effectively to them using plenty of conversation. For example, they talk in the igloo tent about how cold it is outside as they play with the snowy owls, polar bears and penguins. After this, children are supported by staff to put their coats on and go outside to play in the snow. These communication skills are extended by staff in the toddler room because they encourage their children to count their fingers as they put on gloves and talk about the different colours on hats and scarfs. Meanwhile, other children sit listening to a story, with staff asking questions and making comparisons. For example, children are asked if the weather is the same outside nursery as in pictures in the book. Confidently children explain that there are no daisies in the garden because it is cold and snowing.

In the tweenie room, the children are engaged in free-play opportunities. They use their imaginations as they pretend to eat the different fruits from the basket while talking with staff about which are their favourites. They identify different numbers and colours as they draw and colour with a selection of crayons. They are very proud to show their creations and excited to take them home. Throughout the nursery, staff are skilled at identifying and supporting individual needs. They use some sign language to communicate with children who need visual prompts, and simple key words in different languages for children who speak English as an additional language.

The pre-school children are developing good confidence and high self-esteem. They select coats and boots to dress themselves appropriately, ready to play in the snow. Outside they explore the snow, talking about how it feels and hunting for the numbers hidden by a member of staff. Inside, they enjoy activities in small groups designed by key persons to focus on specific skills. For example, one group enjoy playing a memory and recognition game. This is simplified for some as the member of staff hides large items, such as plates. For others, she provides more challenge as they identify how many apricots are missing. In the writing area, children develop their literacy skills as they make notes, take phone messages and post letters. In the sand, they scoop and mould with varied tools. There is plenty of staff interaction and questions about size and capacity, as they estimate how many scoops they need to fill the containers.

The contribution of the early years provision to the well-being of children

The key person system is very effective in supporting individual needs and building secure bonds. Each key person is responsible for their own group's care needs with regard to toileting, nappies and feeding. Transition sheets are used for children settling into rooms. They give staff an indication of what the child is like and any important information, such as dietary requirements or allergies, and learning and developmental levels. This means that staff get to know the children well because they share information about the children's starting points and are then able to further support their learning and development.

The staff are good role models and use consistent strategies and age/stage-appropriate explanations to provide children with a clear understanding of acceptable behaviour. Children receive gentle reminders to play nicely with the toys and to share and take turns. Children with special educational needs and/or disabilities or who speak English as an additional language are supported well. Staff have good links with other professionals. They actively seek advice and guidance to improve knowledge and skills. As a result, staff are focused on ensuring that all children are valued in nursery and practice is adapted to meet their individual needs effectively. Staff recognise the importance of equality and are happy to celebrate festivals and events throughout the year, such as the Olympics, the Diamond Jubilee, Easter, Diwali and Christmas. During Chinese New Year, lanterns and displays decorate the nursery. In pre-school they have a Chinese restaurant in the role play area set up with traditional costumes. However, additional resources to enrich children's experiences, such as woks, bowls, rice and noodles, are not easily accessible. This means that there is further scope to provide experiences which are less familiar and to extend children's understanding of diversity and the wider community.

The spaces are child-friendly with brightly coloured displays, pictures, posters and resources providing a welcoming environment. Staff are warm and caring and the displayed family photographs promote children's confidence and sense of belonging. Children appear very comfortable in their surroundings and are showing a good awareness of their own and others' safety. They are encouraged to tidy up and take care with the different resources. This practice supports the nursery's risk assessments and ensures children are helping to manage their surroundings to ensure safety and minimise hazards. Social mealtimes ensure that children are developing necessary skills for the future. The baby-led weaning programme is working well and promotes independence from an early age. Children enjoy a range of well-balanced meals and all dietary requirements are catered for. Displays show healthy foods, such as brightly coloured fruits and vegetables, and indicate appropriate portion sizes. Many children are able to pour drinks, serve themselves or ask for second helpings. This provides them with opportunities to make healthy choices.

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

All senior managers and staff have a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. There are extensive and

well-written policies, procedures and records in place to maintain the effective management of the nursery. All staff fully understand how to safeguard children and promote their welfare. This is because they all have regular training on safeguarding. As a result, the staff's knowledge is current and ensures children are safeguarded at all times. The management follows a robust recruitment procedure to appoint people who are suitable to work with children. The nursery clearly prioritises children's safety and well-being, and the management and staff understand their responsibilities in providing a safe environment which meets children's care needs effectively. The inspection took place following concerns reported to Ofsted. These questioned the temperatures in the pre-school and tweenie rooms and the quality and portion sizes of food. The inspection found that a previous heating issue had been rectified and that the temperature in each of the rooms is effectively monitored. The meals are of good quality and portions are suitable for the different ages of the children attending. Therefore, no further action was taken as a result of the concerns raised.

Management staff are effectively monitoring and assessing the planning and delivery of the educational programmes. They have acquired the services of an early years consultant and use quality audits effectively to support and adapt practice. The management demonstrates high aspirations for the nursery, which is evident in their evaluations and action plans. They include opinions from parents and staff to reflect on what they do well and how they can improve. Managers attend local partnership forums to ensure they are fully aware of current legislation and to discuss best practice. Performance management systems are very effective, with staff and management identifying and attending suitable training. Staff cascade information from training and events to extend team knowledge and skills. In addition to this, managers provide extensive in-house training and monitor the impact of this shared knowledge to ensure staff's professional development is secure.

Staff work closely with the local authority to ensure that children with special educational needs and/or disabilities receive the support that they need to make progress in their learning. Staff share information effectively with other professionals providing care for the children, and valuable transition documents are given to parents and other providers. This shows that staff understand how important it is to communicate with others so that children receive complementary and consistent experiences in this nursery and when they move on to school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY362027
Local authority	Worcestershire
Inspection number	901647
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	80
Number of children on roll	162
Name of provider	The Wendy House Limited
Date of previous inspection	07/10/2009
Telephone number	01564 829888

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

