

Wendy House Day Nursery

28 St Helens Road, Dringhouses, York, North Yorkshire, YO24 1HR

Inspection date	29/04/2013
Previous inspection date	07/05/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are settled, happy and confident because staff are kind, caring and have formed individual positive relationships with each child.
- Children are learning to adopt healthy lifestyles because staff talk to them about healthy food and support them to develop positive hygiene routines.
- Children are developing their communication and language skills because staff regularly read to them and use stories to ask open-ended questions.

It is not yet good because

- The quality of staff's teaching and their understanding of how children learn and develop is variable. This means children are not always provided with activities and group times to meet their individual needs and extend their individual learning.
- Opportunities and resources for babies to explore and develop their senses outdoors are limited.
- Self-evaluation lacks rigor and staff are not always aware of areas where improvements can be made.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in both base rooms and the outdoor area.
- The inspector completed a joint observation with the senior practitioner in the setting.
- The inspector held meetings with the provider and three parents. In addition, discussions were held with children and staff throughout the inspection.
- A range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, accident records, registers and a range of other supporting documents.

Inspector

Laura Hoyland

Full Report

Information about the setting

Wendy House Day Nursery was registered in 1990 and is privately owned and managed. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a single-storey building in the Dringhouses area of York. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round except for a week at Christmas. Sessions are from 8.15am until 5.45pm and children attend for a variety of sessions. There are currently 39 children on roll, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop staff's knowledge and understanding of the learning and development requirements by supporting them to understand the prime and specific areas of learning and ensuring children's learning is consistently challenged.

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

- ensure group times meet all children's individual needs, for example, by splitting children into smaller groups to ensure all children can concentrate, listen wholeheartedly and engage in age-appropriate activities
- develop the outdoor area to provide a stimulating environment for babies, including providing a range of multi-sensory resources, such as streamers, bubbles and chimes
- ensure there is a rigorous system for self-evaluation that informs staff of the setting's priorities and sets challenging targets to sustain continuous improvement.

Inspection judgements

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

Staff regularly observe children, plan the next steps in their learning and regularly track their progress. However, staff have a variable knowledge and understanding of how children learn and develop and the seven areas of learning, which results in variable quality of teaching. For example, some staff extend learning about bugs in the garden by encouraging children to draw the creatures and record the names on voice recorders to promote their early literacy and creative skills. However, other staff supervise children rather than extending their learning as they explore a marble run and initiate their own play using fishing rods and numbered fish. This means that opportunities to support children to make good individual progress are not maximised and children are not always challenged in their learning.

Parents are involved in children's learning and development because staff ensure children's individual learning files are always accessible. Parents are able to comment in files and daily discussions between staff and parents enable a two-way flow of information regarding children's interests at home. Discussions when children first start in the setting enable staff to work with parents to learn what children can do and what they know. This means staff are able to begin to understand the stage of development children are at when they start.

Older children thoroughly enjoy stories and ask staff to read to them. Staff use story time to ask open-ended questions, such as 'what do you think?' and 'what happens next?'. This supports children's enjoyment of books and their communication and language skills well. Staff use large group times to sing songs and read stories to all children in the setting, however, this does not always meet children's individual needs. For instance, some older children find it difficult to concentrate because babies make noises and climb across them as they are trying to listen. In addition, group times are often too long, resulting in some children losing interest. This means children's individual needs are not always fully met. Children are developing independence skills as they put on their coats for outdoor play. They line up at the door and wait patiently until staff are ready to take them outside. Children listen well to instructions and are developing skills that will support them in their next stage of learning and prepare them for school.

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

Children are very settled and happy to attend the setting. This is because staff are kind, caring and have built warm, positive relationships with the children who have each been assigned a key person. Staff talk to parents at the start and end of their child's session and children's routines are communicated when children start. Staff ensure children's welfare needs are suitably met. For example, children's nappies are regularly changed and babies sleep at times when they are tired. In addition, the staff ensure the premises are kept clean and toys are cleaned on a regular basis.

Children are developing a sound understanding of how to follow healthy hygiene practices. For example, they wash their hands after painting and before meal times and know to use bubbles to make them clean. This is because staff are good role models and consistently wash their hands and wear protective clothing when changing children's nappies. Children are provided with healthy and nutritious meals, make fruit drinks as part of their healthy living topic and have created displays of their favourite foods. Staff talk about healthy foods and this means children are beginning to understand the importance of healthy eating. Children enjoy daily outdoor play and are able to run around and take appropriate risks as they climb on large apparatus. Older children play well together and cooperate as they take turns on the slide and work together to find bugs in the bug hotel. This shows they are learning the behaviour that is expected of them in the setting. Children thoroughly enjoy their time outside, however, the outside area is not always stimulating for babies and opportunities for them to use their senses and explore the garden are limited.

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

The inspection was brought forward by Ofsted following a concern regarding an accident that happened to a child who fell and bumped their head. At the time of the inspection, staff were able to discuss the accident and the procedure to follow if children have accidents in the setting. There is a clear procedure for informing parents of any accidents. The majority of staff have paediatric first aid qualifications and at the time of the accident, ratios in the setting were maintained and documentation was completed detailing the accident and first aid treatment given. This demonstrates staff are able to follow the setting's policies and procedures to protect children's welfare. Children are safeguarded well because staff have appropriate knowledge and understanding of how to keep them safe and regular risk assessments ensure that potential hazards are minimised. Staff access online safeguarding training and the safeguarding officer accesses regular external training. Staff know what to do if they are concerned about a child's welfare and can recognise the signs and symptoms of abuse. All staff are subject to a suitable recruitment and induction procedures, including Disclosure and Barring Checks to ensure they are suitable to work with children. In addition, staff are well deployed, the premises are safe and secure and regular risk assessments are carried out to ensure children's welfare is protected.

The provider spends time in the setting observing staff practice and playing with children who clearly enjoy the time she spends with them. Regular staff meetings enable the provider and the staff to discuss the planning and children's interests. However, monitoring of the educational programmes and the quality of teaching is not rigorous, which results in children making satisfactory progress from their starting points. Staff attend training opportunities and appraisals are used to identify their training needs and preferences. This shows that staff are willing to train and learn new skills. Currently there are no children on roll who require support from outside agencies. However, the management team are aware of who to contact for support and advice and know the importance of building positive relationships with other professionals to meet children's individual needs. The management team have started to reflect on the setting and are

aware of some of the areas requiring improvement and staff are able to identify the strengths of the setting. However, many staff find it more difficult to identify the areas for development and therefore this shows a limited capacity to improve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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 action. 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	321600
Local authority	York
Inspection number	916516
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	39
Name of provider	Wendy Diane Wood
Date of previous inspection	07/05/2010
Telephone number	01904 704468

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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, which are usually the childminder's 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.

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M1 2WD

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