

# Wendy House Day Nursery

129 George Road, Erdington, Birmingham, West Midlands, B23 7SH

<b>Inspection date</b>	09/08/2013
Previous inspection date	05/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 developing an understanding of mathematical language as they use number and positional language during everyday routines.
- Staff form warm and friendly relationships with the children in their care, which makes them feel secure.
- There are opportunities for children to learn about the world around them as they visit the nearby park.

### It is not yet good because

- The required minimum staffing qualifications are not always met during the beginning of the day, which compromises children's well-being.
- Self-evaluation lacks rigour, which means that priorities for development have yet to be fully identified to support long-term improvement.
- The organisation of the nursery during quieter times does not accommodate the needs of the younger children as they are cared for in the same room as the older children. This limits opportunities for them to explore, and some of the tables and chairs are too large for their needs.

## 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.

## Inspection activities

- The inspector spoke with the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.  
The inspector observed activities in the pre-school room and children having their lunchtime meal. The baby room was observed, but was not in use during the inspection.
- The inspector carried out a joint observation of children's activities and staff interaction with the manager of the nursery.

## Inspector

Susan Rogers

## **Full Report**

### **Information about the setting**

Wendy House Day Nursery was registered in 1986 and is on the Early Years Register. It is situated in two-storey premises in the Erdington area of Birmingham, and is privately managed. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 5.45pm. Children attend for a variety of sessions. There are currently 10 children on roll who are within the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language.

### **What the setting needs to do to improve further**

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

- ensure there is at least one member of staff on duty in the nursery who holds a full and relevant level 3 qualification
- review the arrangements for children under the age of two years to ensure that they are cared for in their own room or partitioned space, and that furniture and equipment is appropriate for their needs, especially at mealtimes.

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

- improve the focus of self-evaluation to inform the setting's priorities and set challenging targets to secure continuous improvement
- strengthen partnership working by ensuring there are robust communication links with local schools, so that children fully benefit from a shared understanding and common approach to supporting their transition and are prepared for the changes ahead.

## Inspection judgements

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

Staff have a suitable understanding of the Statutory framework for the Early Years Foundation Stage. They assess children's progress and document this in individual learning journeys that track their progress against the seven areas of learning. Through this, staff plan for children's further development and assess if there are any gaps in their learning. Staff work alongside parents and share information regarding their child's development, and encourage parents to access their child's assessment records. The nursery provides parents with a short summary of their child's progress in the prime areas when they are aged between two and three years, so that any gaps in their learning can be identified.

There are opportunities for children to develop their physical skills as they use building blocks to create three-dimensional structures. Children communicate with each other as they use the creative play areas. They enact situations that they are familiar with, such as pretending to cook dinner and taking the dolls for a walk in a pushchair. Older children use number for a purpose as they count how many plates are needed at lunchtime. They enjoy using play foam as they discuss what they feel and see using words that describe shape, size and volume. Staff extend children's vocabulary as they model new words for the children and encourage them to enjoy the sensory experiences of touching and moulding the play foam. These activities all provide children with suitable skills as they prepare to attend full-time school. There are regular opportunities for children to visit the local park and lake where they learn about the local environment. They have opportunities to feed ducks and observe the world around them.

Although the needs of the older children are met, younger children are not able to fully explore their environment and carry toys and equipment from one area to another, which restricts their curiosity and need to explore. This is because they are cared for in the same room as the older children and there is a large step separating the room which the younger children find difficult to climb up and down independently.

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

Staff are caring and considerate and form close and affectionate relationships with the children. Children approach them easily for reassurance, and staff organise adult-led activities that interest children. Children settle in the nursery through planned introduction sessions that enable staff to learn about children's individual abilities and preferred activities. There is a key person attached to the care of every child and who has most of the responsibility for keeping parents informed of their child's progress and documenting children's assessment records. Children who speak English as an additional language have support as staff use resources and sensitive communication to encourage children to learn English and understand their environment. Children who transfer to another room in the nursery are provided with appropriate settling-in opportunities as they spend gradually increasing amounts of time in their new room. However, babies under the age of two are cared for in the same room alongside the older children, which compromises opportunities

for them to fully explore their environment.

Children develop an understanding of how to keep themselves safe as they play in the nursery. Staff are mindful of any dangers that are present when children under the age of two are cared for in a room designed for older children. Older children manage their own personal care by visiting the bathrooms with minimal supervision. Nappy changing arrangements are appropriate for the younger children as these areas are maintained in a suitable condition. Children have a range of regular meals available for them. For example, they have a breakfast of cereals and milk when they arrive and lunch that is cooked on the premises. Meals have a suitable nutritional balance and encourage children to have an awareness of a healthy lifestyle. However, the tables and chairs that the younger children use are too high, and this does not allow children to securely place their feet on the floor or a foot rest and reach their food easily. Children demonstrate suitable behaviour in the nursery, with older children learning to accommodate the needs of the younger ones as they are currently being cared for in the same space as each other.

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

This inspection was brought forward by Ofsted following concerns raised in relation to a range of matters, including staff ratios and qualifications. Earlier this year, on several occasions, the nursery had one member of staff on duty caring for children at the beginning of the day who was not qualified at level 3, which is a legal requirement. However, this was for short periods of time and the impact on the children was minimal as a level 3 qualified member of staff arrived after the commencement of the session and before more children arrived. Leadership is satisfactory and the manager monitors the educational provision through staff supervision sessions and meetings. Staff have access to training, which enhances their skills, and the nursery manager carries out observations of staff child interaction as a further means of supporting staff. Recruitment of new staff is sound as all are vetted and complete an induction that familiarises them with nursery procedures. The nursery completes a self-evaluation of how effectively it meets children's needs. However, this is not sufficiently challenging or thorough enough to identify strengths and weaknesses, and as such is not fully effective in driving forward improvements.

The organisation of the premises is not effective when the nursery is less busy, as children under the age of two years are cared for in the same room as the older children. This means that their needs are not fully met as the layout of this room does not enable younger children to fully explore and satisfy their curiosity. Managers have an appropriate understanding of safeguarding they have attended training and know what would concern them in respect of a child's care. Staff make appropriate arrangements with outside agencies to support children who have special educational needs and /or disabilities. The nursery makes some contact with local schools in respect of children who are due to transfer. However, some staff are uncertain about which school children are transferring to, which means that children are not fully prepared for their move into full-time school. Parents discuss their child's progress with staff during drop-off and collection times.

Children's assessment records are available for parents and, together with daily diaries, keep parents further informed of their child's progress and activities they enjoy in nursery.

## 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

<b>Unique reference number</b>	228987
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	927354
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Jill Chiles
<b>Date of previous inspection</b>	05/01/2010
<b>Telephone number</b>	0121 377 6927

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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, 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.

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

