

The Wendy House

5 Brockhampton Road, HAVANT, Hampshire, PO9 1NU

Inspection date

01/10/2014

Previous inspection date

31/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The nursery is well run by a team of dedicated and hard-working staff who communicate effectively with both the children and their parents or carers, to promote children's learning and development well.
- Children are happy and settled at the nursery. They benefit from the kind and caring way that staff support them and meet their daily needs.
- Children needing additional help or encouragement are provided with extra support by staff, who seek help from other agencies if required.
- The staff team is well qualified and its members continue to access further training to improve the provision made for children.

It is not yet outstanding because

- Staff do not always interact as well as possible with children during their freely chosen play activities
- Staff miss some opportunities to develop the younger children's independence during their personal routines and at meal times.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector also took account of the views of three parents spoken to on the day.
 - The inspector observed children's play and staff interaction, indoors and outside.
 - The inspector spoke to the manager and owner at appropriate times throughout the observations.
 - The inspector and manager undertook a joint observation of a teaching activity with a senior member of staff.
- The inspector looked at children's learning records, planning documentation, the self-evaluation form, a selection of policies, development plans and staff suitability records.

Inspector

Alison Kaplonek

Full report

Information about the setting

The Wendy House registered in 2008. It is a privately owned nursery that operates from a house in Havant, Hampshire. The whole house is registered for childcare use, and is used solely for this purpose. There is an enclosed outside play area. Currently, there are 74 children in the early years age group on roll. This nursery is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. The nursery is open on weekdays from 7.30am to 6pm for 50 weeks of the year, excluding bank holidays. The nursery owner works in the nursery alongside the 11 staff she employs. Of these, four hold an early years qualification at levels 5 and 6, five hold an early years qualification at level 3 and one at level 2.

What the setting needs to do to improve further

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

- raise teaching to a consistently high quality by making more use of effective questioning techniques during children's chosen activities when incidental learning opportunities arise
- extend opportunities for younger children to develop their independence during personal-care routines and at meal times.

Inspection judgements

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

Children are settled and happy because staff provide a welcoming and interesting learning environment, both inside and out. This means children take part enthusiastically in the learning experiences on offer each day, and are always busy. Staff cover all areas of learning effectively. They promote children's communication and language skills well. They place a clear focus on helping children to acquire good speaking and listening skills. Staff use good teaching techniques. They join in well with children's play and learning. They sing songs as they play with the babies and toddlers and introduce new words. They read stories to older children who sit and listen eagerly. As a result, children feel involved and concentrate well. Many of the staff have worked in the nursery for a number of years, which means they provide consistent teaching. This has a positive impact on children's learning and development, and ensures that they all make good progress.

Staff provide good support for children's personal, social and emotional development. Older children organise their play well and instigate their own learning. For example, a group of them played an imaginative game, pretending that there was a fire and

discussing who would put the fire out. They agreed amongst themselves who would wear the helmet and who would warn other children about the pretend fire. They obviously enjoyed the social interaction, negotiating between themselves well. This shows staff prepare children well for the move to school. Staff provide good teaching to all children, whatever their abilities. Staff work well with other professionals to assist children who require additional support.

Staff teach early literacy and mathematics skills effectively, so children learn useful skills ready for the next stage in learning, or school. Older children demonstrate good control and co-ordination as they handle pencils and crayons. Staff encourage children's understanding of letters and numbers effectively. They display pictures of the alphabet and different numbers in many nursery areas and encourage children to name these during their play. Many children count easily and confidently to five and above. Some can name letters, or sing the entire alphabet.

Staff give children's physical development good emphasis. All children enjoy regular use of the outdoor area. Babies learn to crawl and stand, and are well supported when they take their first steps. Older children enjoy playing outside, learning to balance on the 'pirate's plank', or climb the large tyres. They safely negotiate space, showing good control and co-ordination when they run around their friends, or dodge between the children playing with pushchairs.

Staff plan experiences to cover the seven required areas of learning both indoors and outside. Planning documents detail a good programme of challenging and interesting activities for all children. Staff establish what children can do when they first start through talking with parents, and gaining information about their child and family. They then plan effectively for individual children based on further observations and assessments of them made by all staff. Staff undertake additional observations on the children for whom they take special responsibility. They then use these to make accurate assessments of progress, and to plan what each child needs to learn next.

During adult-led activities, staff use good teaching techniques to guide children's play and learning. However, some staff lack confidence in using varied questions when children play as they wish, so miss chances to encourage children to think. For example, they ask children questions requiring single word answers, instead of asking ones that cause them to think about how to solve problems, and suggest their own ideas. This means staff do not have very high expectations of children.

Accurate assessments are regularly made for all children, and shared with parents. Assessments are prepared for the progress check for two-year-olds to ensure that all children are developing at the expected rate. Staff work very closely with parents to keep them well informed about their children's learning and development. They frequently share children's learning records with them, and suggest ways in which they can be involved in their children's learning at home. Any children assessed as needing extra support or guidance, such as children with any particular needs or those learning English as an additional language, are provided for well. If it is felt that children and their families would benefit, staff invite other professionals in to work with staff and provide further

expertise.

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

All babies and young children enjoy their time at the nursery, owing to the trusting relationships established with staff. Staff are proactive in finding out about children as individuals when they start to attend. They work well with parents to achieve this. Babies' routine needs are met well by staff who are very flexible and adaptable in meeting these. All staff know the children in the nursery well. They form particularly close bonds with the children and families for whom they take special responsibility. This well-established system ensures that routines are individual to each child and agreed with parents.

Children interact well with staff, asking for help or support if required. As a result of the secure emotional bonds they have formed, children are confident to approach any member of staff and quickly learn the daily routine. They are well prepared for the next stage in their learning such as going to school.

Care practices are good. Older children learn good hygiene routines, such as hand washing. They take themselves to the toilet and manage their personal needs. They develop a strong sense of independence from such experiences, gaining in confidence. Staff promote children's healthy lifestyles well. Older children learn about healthy eating as they sit together at snack and lunch times. They talk with staff about which foods are good for them. Staff provide a good level of support for babies and younger children so they also follow good hygiene routines. However, the younger children have few occasions when they can develop their independence during personal-care routines and meal times, which slows progress.

Staff promote children's understanding of safety by threading such teaching through many daily routines and activities. For example, children learn to use tools and materials safely and not to run indoors in case they bump into each other. Babies are supervised closely because staff sit on the floor with them while they play. They are also monitored regularly while they sleep.

Children behave well. Staff use positive strategies, such as praise and encouragement, and children respond well to these. For example, older children often laugh and smile as they play alongside staff and younger children, and clap their achievements. Staff successfully support children as they progress through the different rooms within the nursery.

Staff and management ensure that each room is well equipped with interesting toys and play materials suitable for the ages and developmental levels of the children. Children confidently help themselves to good quality, easily accessible resources and equipment.

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

The enthusiastic staff and management team work well together to ensure that the nursery is well organised and that routines operate smoothly on a daily basis. They have a good understanding of their responsibilities and meet the welfare, safeguarding, and learning and development requirements. Staff implement clear policies and procedures that promote children's welfare and safety well. The owner has robust systems to ensure that all staff are suitably qualified and appropriately vetted. Adults are not allowed to work with children unsupervised until all checks are cleared. Good induction and appraisal systems identify staff training needs. Management clearly target these to improve the staff team's good practice. All staff are encouraged to develop their professional practice. Many staff are well qualified and use their skills effectively to keep children safe and help them progress.

Arrangements for safeguarding children's well-being are good. Staff are aware of the issues to be concerned about and who to refer to if required. All senior managers act as the named person in charge of child protection at the nursery and monitor any safeguarding referrals for children who attend.

Staff organise the environment in all areas of the nursery well, to ensure it is interesting and welcoming for children and meets their learning needs. They implement the learning and development requirements effectively. Management and staff track the education provided for children checking they make good progress in all areas of learning.

Staff and management form effective partnerships with parents, and with relevant agencies so any interventions needed are secured, and children receive the support they need. Parents' feedback indicates that they appreciate the staff team's hard work and dedication. They comment that staff are kind and caring, and this reassures them that their children are happy at nursery.

Management carries out accurate self-evaluation of the provision, which takes into account the views of staff and parents. This leads to successful identification of the nursery's strengths and some areas for development. For example, since the last inspection, the team has addressed the recommendations set at the previous inspection. Staff have made further improvements, including the introduction of a new system to monitor educational programmes and children's progress. This shows a strong capacity to drive continuous improvement in the standard of care and learning provided for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY363957
Local authority	Hampshire
Inspection number	844246
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	74
Name of provider	Wendy Jeanette Logan
Date of previous inspection	31/03/2011
Telephone number	02392479099

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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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