

The Wendy House Day Nursery Impington Ltd

Manor Farm, Milton Road, Impington, CAMBRIDGE, CB24 9NG

Inspection date	29/10/2014
Previous inspection date	24/10/2011

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		1
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

- Staff provide an inviting and stimulating range of resources and activities to engage children outdoors. Consequently, through their exploration and the staff's effective teaching, children make good progress.
- Children are safe in an environment that is secure and stimulating. Staff demonstrate an excellent knowledge and understanding of safeguarding procedures and all other aspects of safety.
- Children are very happy, self-assured and confident. They benefit from a highly motivated, dedicated staff team who know the children well and provide excellent care and education.
- The leadership and management is strong. They consistently review and evaluate their practice and the learning experiences they provide. The motivated staff team work well together to ensure all children thrive in their health and well-being.

It is not yet outstanding because

- Staff do not always consistently provide the pre-school children with opportunities to practise writing.
- Children do not always have free access to the good range of toys and resources available in the nursery, such as the wide variety of mathematical equipment.

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 activities in the nursery rooms and the outside learning environments.
- The inspector looked at children's assessment records, planning documents and other documents, including the safeguarding policy.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held a meeting with the nursery owners and the manager.

Inspector

Jill Hardaker

Full report

Information about the setting

The Wendy House Day Nursery was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Cambridge, 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 and a woodland area is used for Forest School sessions. The nursery opens Monday to Friday all year round and sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 15 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2, six at level 3, one at level 4 and two are unqualified.

What the setting needs to do to improve further

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

- encourage children's developing skills further, for example, by consistently providing them with opportunities to practise writing for a purpose, such as writing their names on their pictures
- make the good range of available resources more accessible to the children, for example, by enabling them to have access to the wide variety of mathematical equipment.

Inspection judgements

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

Teaching and learning is good because staff have high expectations and understand how children learn. Children have access to a variety of toys and resources in both the indoor and outdoor environments. Younger children and babies are eager to investigate the many outdoor experiences that staff provide. They enjoy sand play, as they rub the sand between their hands, lift up handfuls, and climb in the sand pit. Staff provide a range of sensory resources hanging on the fence. The children bang metal objects together and twist the colours catchers; they laugh and clap, clearly showing their enjoyment. As a result, the youngest children show a high level of concentration and they re-visit these activities. Most environments set up by staff support children's learning well. For example, in the pre-school room the staff set up a range of resources to promote children's understanding of technology. The children engage in programming the toys to make them move or use the remote controls. They demonstrate a good understanding of how to

make things work and take turns very well. Consequently, children begin to acquire knowledge of the world, and develop their personal and social skills. Staff develop children's mathematical skills by counting and using numbers as children play. For example, as children use bottles as skittles, staff members encourage them to count how many they have knocked down. They support babies to begin to understand number by engaging them with number songs and rhymes. However, there is scope to extend pre-school children's mathematical skills further, by allowing them to freely access a wider range of resources, such as equipment with which to sort and classify.

The staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. They assess and identify children's starting points and ongoing development stages. This ensures children make good progress in all areas. Parent partnership books in each room show regular updates from parent's observations at home. This shows they engage in their children's learning. Staff use information from parents to ensure they are planning activities of interest to the children. For example, many of the babies have recently visited a zoo. Following on from this, staff provide them with toy animals and material of different textures. This enables the babies to make links in their learning and to re-visit experiences they have had. Daily conversations with the key person and the open door policy ensure parents are well informed of the child's day at nursery. Regular emails and parent newsletters enable parents to have good knowledge of what their children are learning.

Staff effectively promote children's speaking and listening skills. This is because they spend time involving children in discussion and conversation. The effective use of questions enable children to think critically and solve problems. Group times in the room for two-year-olds demonstrate the staff's passion for developing children's language and communication skills. They use individual chatter boxes with the children. These boxes contain items and photographs unique to each child. The children discuss what is in their box and show respect for each other as they listen carefully. This is a very effective way to ensure that the children are developing the skills ready for school. The good use of books enables children to develop an understanding that print carries meaning as they listen and join in with many stories. Younger children's literacy skills are developing well as they make marks with chalks outside. However, staff in the pre-school room, at times, miss opportunities for children to develop early writing skills as they do not always provide pens and chalks on the writing boards. Furthermore, they do not always encourage all children to begin to write their names on their pictures.

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

Children are extremely happy and enjoy their time at the nursery. The staff use the outside area very well to promote children's physical development and their enjoyment of the natural environment. This is especially so in the Forest School area. Staff provide equipment and natural space to enable children to investigate, jump, climb and balance. The children are allowed to take risks in their exploratory play and are supported where necessary by very attentive staff. Consequently, they are rapidly developing skills in knowing how to keep themselves and each other safe. Staff support children's developing understanding of healthy lifestyles by providing freely available water at all times and

encouraging them to make healthy food choices. All children, from babies through to pre-school, are encouraged to be independent at meal times. For example, older children skilfully use knives to peel and chop fruit and staff members ensure these are used safely. The nursery provides a nutritious menu that meets the cultural and dietary needs of all children. Children are developing excellent social skills, which prepares them for experiences in the wider world, such as school.

All staff have high expectations of behaviour and are consistent in their approach. As a result, children's behaviour is excellent and effective friendships are being made. The staff are good, positive role models; they show respect for the children and support them extremely well. Consequently, children feel emotionally secure and are extremely confident, independent and self-assured individuals. Children develop exceptionally strong bonds with their key person and the staff team. The detailed information gained from parents, as children start at the nursery, is available to all staff. Therefore, staff support children's individual care needs to a very high standard. Babies' individual routines are prioritised and each is known to the staff in the room. Consequently, babies are extremely happy and settled in the nursery.

Staff support children with English as an additional language very well. The child's key person learns special words in the child's home language. This enables children to readily communicate their needs and helps them to feel secure. Children learn about their own, and others, cultures and language as they celebrate special days and festivals. Therefore, children learn to recognise and respect each other. Children requiring additional support to achieve are extremely well supported so they can fully participate in all activities. Visual timetables and prompts are used to support children to understand the routine of the day. Excellent links with local schools ensure children are very well prepared for the move when the time comes. Staff provide photographs of school environments and the teachers visit the children in the nursery. Staff support children to be extremely independent with self-help tasks, such as dressing. This effectively promotes their development and readiness for the next stage of learning.

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

The highly motivated manager demonstrates a strong drive and commitment to maintain the good standards of care and education she and the staff, provide for children. Staff have a thorough understanding of their roles and responsibilities to meet the safeguarding and welfare requirements. A robust recruitment and induction process is in place and all necessary checks are made. All staff demonstrate a clear understanding of safeguarding procedures, which are reflected in the policy. They are aware of and understand their responsibility to report any concerns they have about children. Most of the staff have a current paediatric first-aid qualification so that they are able to give up-to-date treatment in the event of a medical emergency. These measures help to secure children's safety and well-being in the nursery.

Continuous professional development records show that staff have attended recent

relevant training courses. The positive impact of this is evident in the nursery as staff evaluate their practice. For example, attendance at a course based on forest schools has resulted in the addition of the forest schooling area. This has benefitted children enormously as staff see children's confidence develop through the experiences they offer. Staff supervisions and appraisals are carried out at regular intervals. These are used to identify areas of strength and areas for development. Staff meetings are held regularly and used for self-evaluation and reflection on practice. Consequently, ongoing development is planned and the provision is strengthened further. The tracking of children's progress is monitored by the room leaders and managers. This includes the progress check for children aged between two to three years. Consequently, observations and assessments of children are consistently completed and precise.

Staff work well with parents to ensure children's individual needs are met. Parents speak very highly of the provision and feel they are given excellent support by the staff. Parents talk about how much they value the excellent learning experiences their children take part in and how they recommend the nursery to others. There are many opportunities available for the flow of information between the nursery and the parents, including emails, newsletters and discussions at flexible drop-off and collection times. Partnership working with other agencies and professionals, such as the local authority special needs co-ordinator and staff based in local schools, is good. They visit the nursery and information is actively shared so that any additional support is implemented to aid children's learning and development. Strong links with the children's next school ensure the transition is managed well. Teachers visit the nursery to meet the children and to observe the good learning opportunities they take part in. The nursery shares a detailed transition summary of children's achievements with these settings to ensure all children benefit from continuity in their care and learning.

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	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	EY425223
Local authority	Cambridgeshire
Inspection number	874473
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	45
Name of provider	The Wendy House Day Nursery Impington Ltd
Date of previous inspection	24/10/2011
Telephone number	01223208869

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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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