

The Wendy House Day care Nursery



Manor Farm Business Park,, Shingay cum Wendy, Royston, Hertfordshire, SG8 0HW

Inspection date

9 April 2015

Previous inspection date

2 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Forest school sessions in 'Wendy Wood' provide children with excellent opportunities to be physically active in the fresh air. Exciting activities inspire children to be highly capable and expert problem solvers. Practitioners are superb at teaching children how to take responsible risks. Consequently, children know how to keep themselves, and each other safe, and behave exceptionally well.
- Children are active and inquisitive learners. They engage in a wide range of interesting learning experiences. For example, they explore the texture of mashed potato with their hands and learn about life-cycles as they observe ducklings hatch from their eggs.
- Practitioners recognise the uniqueness of each child. The excellent key-person system enhances relationships with children and their families very effectively. Consequently, children develop a strong sense of security, which helps build their confidence.
- Practitioners implement effective practices and procedures to safeguard children, which keeps them protected from harm. These include vigourously checking the identification of people who are given permission by parent's to collect their children on their behalf, using a strict password and photograph identification system.

It is not yet outstanding because:

- The initial information about children's learning that practitioners obtain from parents is not sufficiently detailed. It is not fully used to support the identification of children's precise learning needs from a very early stage.
- Practitioners do not maximise the partnership with other providers where children attend so that children's learning and development is shared more to further support their learning.

What the setting needs to do to improve further

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

- build upon and utilise the initial information obtained from parents to include further detail of children's development in order to plan even more precisely for their continued progress from a very early stage
- strengthen the partnership with other providers where children attend so that information about children's achievements and next steps in learning are shared more frequently to support their continuity of learning and development.

Inspection activities

- The inspector observed activities in all four rooms of the nursery, the outdoor area and a forest school session.
- The inspector spoke to practitioners and children at appropriate times during the inspection.
- The inspector held a meeting with the manager of the provision, and his joint business partner.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of practitioners working in the setting and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector reviewed the settings self-evaluation form online prior to the inspection.

Inspector

Lorraine Pike

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching and interactions is good and, on occasion, outstanding. This is because the dedicated team of practitioners are interested in everything that children say and do. They skilfully use their detailed observations to provide children with realistic challenges. As a result, all children are well prepared for the next stage in their learning. Practitioners immediately capture babies' attention. This is because they use intonation in their voices to create anticipation as they share books with flaps. They introduce them to new words both in English and their home language. Older children learn to make predictions and solve problems as they dig for worms to create a wormery. This is because practitioners ask probing questions that require their response. Practitioners work closely with parents to obtain information about their child's individual needs, interests and stage of development when they first start attending. However, some of the initial information obtained from parents is not fully used to make swift assessments or includes enough detail of children's development. Consequently, practitioners do not precisely plan children's next steps in learning to maximise their very early progress.

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

The environment is stimulating and extremely welcoming. The carefully considered open-plan arrangement of each room enables children to build exceptionally secure relationships with all practitioners. The well-qualified practitioners make the most of the wonderful parkland surrounding the nursery, richly resourced soft-play room and inviting outdoor area to actively contribute to children's physical skills. Superb arrangements are in place to manage children's transitions between rooms and when they move on to school. Practitioners provide children with excellent opportunities to be independent. Children manage their own clothes from an early age and confidently carry out age-appropriate tasks. Older children wash their faces after eating using individual flannels. Practitioners help young children to wash their hands after they change their nappies' and talk to them about the importance of this. Therefore, children learn an excellent hygiene routine.

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

The well-organised manager has a secure knowledge of the requirements of the Early Years Foundation Stage. Regular meetings and training opportunities ensure practitioners are up to date with their knowledge and skills. This enables them to extend children's learning experiences even further. The strong contribution from parents, practitioners and children, supports the manager to evaluate and maintain a high-quality provision. There is a clear vision for improvement. The manager's attention to monitoring the educational programmes ensures that children enjoy their experiences and make good progress. Practitioners have built close partnerships with teachers of schools where children will attend. However, partnerships with other provisions that children currently attend are not as robust as they could be. This is because information relating to children's next steps in learning is not shared regularly enough, to further support continuity of their learning.

Setting details

Unique reference number	EY303528
Local authority	Cambridgeshire
Inspection number	873044
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	59
Number of children on roll	72
Name of provider	The Wendy House Day Care Nursery Ltd
Date of previous inspection	2 July 2009
Telephone number	01223 208869

The Wendy House Day Care nursery was registered in 2005 and is privately owned. It operates from a converted building in a small rural setting. The nursery employs 16 childcare practitioners. Of these, 11 hold appropriate early years qualifications at level 2 and above, including two with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6.15pm. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language.

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