

Wendy House Day Nursery

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



Inspection date 14 March 2016
Previous inspection date 9 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers aspire to maintain continuous improvement in the nursery. Since the last inspection they have worked hard to raise the quality of the provision to a good standard.
- Staff provide good quality teaching. This helps children to make good progress in their learning. Staff carry out accurate assessments of children's development and plan effectively so that children's individual needs are met well.
- Children are happy in the nursery and make firm relationships with others. Children explore their surroundings and enjoy all types of play, including messy activities in the mud kitchen.
- Children enjoy balanced, nutritious meals and healthy snacks. They have many opportunities for physical exercise in the fresh air.
- Staff work well with parents. They regularly discuss activities children have enjoyed in the nursery. They provide ideas about how parents can continue with these at home to support their child's good progress. Parents value the high levels of interaction between staff and children that help them to develop good levels of confidence and self-assurance.

It is not yet outstanding because:

- The organisation of time spent on children's personal care needs is not effective. Valuable learning time is missed while children wait to wash their hands before and after activities.

What the setting needs to do to improve further

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

- review the arrangements for washing hands and reduce the time children wait to attend to their personal needs.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed teaching and learning activities indoors and outside. The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, children's assessment records and a variety of documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the setting's self-evaluation.
- The inspector took account of the views of children, parents and staff spoken to on the day of inspection.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The designated lead persons for safeguarding have a good understanding of their roles. All staff who work in the nursery understand the procedures for protecting children. Leaders and managers monitor aspects of the provision robustly. They analyse the achievements of groups of children and provide effective support to close gaps in their learning. Staff have opportunities to contribute actively to the running of the nursery. They use the skills gained through training to promote children's good health very effectively. Leaders and managers have established strong partnerships with other professionals. They liaise consistently with children's centres and teachers from local schools to ensure children get the support they need.

Quality of teaching, learning and assessment is good

Staff provide stimulating activities that promote children's learning well. Children learn about the natural environment when they visit the park and feed the ducks. Children eagerly toss bread through railings and name birds, such as swans and seagulls. Staff encourage them with lots of praise for good recall and recognition. This results in a real sense of achievement and motivates children to remain engaged. Staff provide many opportunities for children to make choices. For example, they are free to join or leave activities as they choose and they explore the well-resourced environment to select resources for themselves. Staff promote the language skills of children well. Toddlers enjoy nursery rhymes and they participate actively by signing while they sing. Staff allow time for them to repeat activities. They promote sensory learning effectively with a range of materials to help children explore the world around them. Staff include good levels of challenge during activities so that children make good progress in their learning.

Personal development, behaviour and welfare are good

Children settle quickly in the nursery because the key-person arrangements are highly effective. Children develop good independence skills as they learn to put on coats and shoes for outside play. Children in the pre-school room take responsibility for aspects of their personal hygiene and wash their hands with minimal assistance. Children are well behaved and play cooperatively with others. They learn to keep safe, for instance, by walking carefully on the open chain bridge in the park. Children show high levels of concern for others. They help each other to negotiate spaces successfully. The welcoming environment is cheerful and colourful. Toddlers in the baby room have ample space to walk around so that they develop good physical skills. Staff enthuse all children with enjoyable activities, such as dancing. These are included in the healthy lifestyles initiative so that children learn to make informed choices at an early age.

Outcomes for children are good

All children, including those who are in receipt of additional funding, make good progress from their starting points. Older children and toddlers develop good communication skills and are well prepared for their future learning. Pre-school children learn to write their names and recognise shapes, numbers and measures. Children develop good social and emotional skills as they interact with adults and others.

Setting details

Unique reference number	228987
Local authority	Birmingham
Inspection number	1028515
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	21
Number of children on roll	23
Name of provider	Jill Chiles
Date of previous inspection	9 August 2013
Telephone number	0121 377 6927

Wendy House Day Nursery was registered in 1986. The nursery employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs, and children who speak English as an additional language.

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