

# The Wendy House Nursery Ltd

Unit 1, Todays Community Church, The Pier Centre, Pottery Road, WIGAN,  
Lancashire, WN3 5AB



**Inspection date** 15 September 2016  
Previous inspection date Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The leadership and management of the nursery are weak. The provider, who is also the manager, has failed to identify and address significant weaknesses in practice. Staff supervision sessions are not effective in improving the quality of staff's interactions with children. This has a significant impact on the quality of the provision as a whole.
- Recruitment procedures are not robust enough to ensure the suitability of staff.
- The provider does not ensure staff are deployed effectively to meet the qualification ratios as set out in the welfare requirements. The quality of teaching and interactions with children is inconsistent and poor at times. Children do not make good progress.
- The key-person system is not effective. They are regularly changed and some parents are not aware of their child's key person. This does not support children's emotional well-being. In addition, children's behaviour is not well managed.
- The temperature in the setting is not maintained at a reasonable level; the environment is too hot and uncomfortable to support children's well-being and learning.
- The management team does not monitor the planning and the educational programme to ensure children receive learning opportunities that meet their individual needs. Observations and assessments of children's learning are not accurate or used well enough to plan adequately for children's individual needs.

### It has the following strengths

- Parents make positive comments about the staff and the advice they receive regarding care routines, such as potty training.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that recruitment of staff is robust and follows safer recruitment procedures, so that each new member of staff has a good understanding of the early years foundation stage and is able to fulfil their roles</li> </ul>	20/10/2016
<ul style="list-style-type: none"> <li>■ ensure that staff receive the coaching, training and support that they require to develop their teaching to effectively promote all children's learning and development</li> </ul>	30/11/2016
<ul style="list-style-type: none"> <li>■ ensure key person systems are effective in meeting the individual care and learning needs of children and that parents are made aware of their child's key person</li> </ul>	20/10/2016
<ul style="list-style-type: none"> <li>■ ensure staff are deployed effectively to meet qualification requirements and the needs of the children at all times</li> </ul>	20/10/2016
<ul style="list-style-type: none"> <li>■ ensure all staff manage children's behaviour in an appropriate way.</li> </ul>	20/10/2016
<ul style="list-style-type: none"> <li>■ ensure the premises are fit for purpose by maintaining a reasonable temperature at all times.</li> </ul>	20/10/2016

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure the educational programme and activities provided for children meet their individual needs, interests and stage of development and challenge their learning across all areas</li> </ul>	30/11/2016
<ul style="list-style-type: none"> <li>■ ensure that observations and assessments are accurate and used to shape learning experiences that help every child to make continued progress and prepare them for what they need to learn next.</li> </ul>	30/11/2016

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching in all age groups, during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider/manager.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences with staff.
- The inspector held a meeting with the manager and the setting's local authority adviser. She reviewed the nursery's recruitment and induction procedures, discussed staff deployment, key-person systems and the arrangements for monitoring staff performance.
- The inspector discussed the manager's procedure for self-evaluation and scrutinised evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

### Inspector

Joanne Parrington

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are ineffective. The provider is not meeting a number of the learning and development and the safeguarding and welfare requirements. The provider does not work well with the staff team. The provider has identified some weaknesses in staff practice through the process of supervision sessions. However, she has failed to take swift action to help staff make improvements. This means that practice has remained weak and the provider is not demonstrating she has the capacity to improve. The provider has been unable to recruit and retain a suitable staff team. The staff who are being appointed do not have the qualifications, skills or knowledge to fulfil their roles. This has had significant impact on the effectiveness of their deployment within the nursery. For example, in the two to three years age group a high proportion of staff are unqualified with the support of only one qualified member of staff. Despite these weaknesses, staff have received safeguarding training. Their understanding of the local procedures to follow if they have concerns about a child or a member of staff's practice is secure.

### **Quality of teaching, learning and assessment is inadequate**

Many of the staff members are well qualified with some of them continuing their training to degree level. However, they do not demonstrate a good enough understanding of the different ways in which children learn and, in the main, teaching is weak. Staff do not show they have high expectations for all children. Many of the staff simply supervise children at their chosen play activity and their interactions are limited. This does not support children to develop a thirst for learning new skills or building on existing ones. Furthermore, these experienced staff members are not good role models for the new staff who are training to be early years professionals. Staff do complete observations of children at play. However, the quality of some of these observations is poor and results in the information that is gathered about the progress children make in their learning and development being inaccurate. This means that staff do not have the information needed to plan challenging activities to help children to become absorbed and enthused in their learning. This weakness has been highlighted by the local authority as part of their monitoring processes, yet no improvements have been made. Not all practice is as weak. In the baby unit, staff are more proactive and deliver better teaching. They focus on developing children's learning in their personal, social and emotional development, their communication and language and their physical development. For example, staff sing rhymes and repeat words to help develop children's vocabulary skills. They build towers with blocks and encourage them to try one more block. When the tower falls, there is much laughter and the children naturally try again. This helps these young children begin to build a secure foundation in their learning.

### **Personal development, behaviour and welfare are inadequate**

The key-person system is not effective in meeting the needs of children and their families. This is mainly because of the high volumes of staff turnover and staff consistently being moved from one age group to another. Children are not supported to build secure attachments with their key person. In addition, new key persons are unable to effectively

meet the care and learning needs of the children as they are not provided with sufficient time to get to know them. In the two to three years age group, children's behaviour is not managed effectively by the staff. Some of these children run around, climb on low-level furniture and have inappropriate emotional outbursts. This is because these children receive poor quality activities and weak teaching and are generally bored. The temperature of the setting is not maintained at a reasonable level and is not a comfortable environment to play and learn. The provider has reviewed meals and snacks and now offers children healthy alternatives. Mealtimes are social occasions where children have opportunities to sit together and chat. Older children are supported to become independent and manage their own personal care routines. All children have suitable opportunities to access the outdoor area. This helps children develop some physical skills.

### **Outcomes for children are inadequate**

Not all children are supported to make the progress that they are capable of. Children are not prepared well for what they need to learn next or for when the time comes to move on to school. Gaps in children's learning are not highlighted as the information gathered through observation and assessment is not accurate.

## Setting details

<b>Unique reference number</b>	EY482050
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1072889
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	58
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	The Wendy House Nursery Ltd
<b>Registered person unique reference number</b>	RP907839
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01942 237 212

The Wendy House Nursery Ltd was registered in 2014. The nursery employs 11 members of childcare staff including the provider/manager. Of these, seven have appropriate early years qualifications at level 3 and the manager holds a degree in early years. The nursery is open Monday to Friday and sessions are from 7.30am until 6pm.

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.

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