

## Inspection date

5 January 2017

Previous inspection date

19 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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

- The newly structured management team and staff are very proactive and have taken appropriate action to bring about improvements. The team has worked with other early years providers and have had support from local authority quality workers. This has helped the management team and staff grow in confidence, gain new ideas and raise the quality of the provision to a good standard.
- Parents are very complimentary about the staff and the quality of care that they provide to their children. Parents explain that staff share any ongoing achievements. This helps them further extend children's learning at home.
- Children's good health is promoted well. They have conversations relating to washing germs away and eating healthy foods. Children discuss the affect food has on their bodies and understand that they need food to grow. Active play is effectively encouraged, and is planned for both indoors and outside.
- The well-qualified staff team confidently promotes children's learning. Staff are deployed effectively and have a secure knowledge of child development, particularly in the baby room. They follow children's interests and motivate and enthuse them effectively. Staff assess children's development and plan activities to support their future learning. Children make good progress.

### It is not yet outstanding because:

- Staff do not always share specific information about individual children's needs or development when they move between rooms or change key persons.
- Occasionally, the pace at which staff give information, ask questions and provide answers is too fast for younger children to consider their thoughts and give their answers.

## What the setting needs to do to improve further

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

- strengthen the transition process when children move between rooms or change key persons, in order to share all specific information about their individual needs and development
- give younger children more opportunity to think about and consolidate the information given by staff during some activities, taking account of their need to think and share their response.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the management team.
- The inspector looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.
- The inspector carried out a tour of the nursery.

### Inspector

Kellie Lever

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team and staff are aware of the procedures to take and who to contact if they have any concerns relating to children's welfare. Robust security procedures are in place and are continually carried out. For example, there are surveillance cameras around the building and sufficient locks on doors. This contributes to children's safety at all times. Effective systems are in place for recruitment, induction and mentoring new staff. Staff attend regular supervision sessions and have access to a wide range of training opportunities to help them further develop their knowledge and practice. Good monitoring systems to assess the progress of different groups of children are in place. This helps the management team to evaluate its provision and adapt the learning environment accordingly.

### Quality of teaching, learning and assessment is good

Children have many opportunities to learn independently and develop their reading, writing and communication skills. Toddlers make marks and create different shapes on paper. Older children learn about letters and the sounds that they make in a word. They understand that letters represent writing and some children can write their name. Staff promote the use of number skills and mathematical language. For example, younger children are supported to count objects. They distinguish similarities and differences in size and are introduced to words, such as more, less, bigger and smaller. Babies enjoy experiences that stimulate their senses. They shake glittery bottles, move their bodies to music and learn how to operate toys that cause an effect, such as pushing buttons and opening flaps.

### Personal development, behaviour and welfare are good

The nursery is a happy, friendly and welcoming environment. Children have gradual settling-in sessions when they first start. This helps them become familiar with their new surroundings and they build good relationships with staff. Staff give children encouragement and praise when they have achieved something new. For example, babies show delight as they strengthen their new ability of walking. This helps to boost children's self-esteem and confidence. Children are provided with a range of ways for them to understand the world around them. For example, they visit local shops and go on nature walks. Furthermore, children learn about different job roles that people do.

### Outcomes for children are good

All children are making good progress. This includes children who are in receipt of additional funding and children who have special educational needs or disabilities. The environment is well resourced and covers all areas of learning. Children become independent, inquisitive learners. They are very sociable, form friendships, share resources and demonstrate good behaviour. Children acquire the skills that they need in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY488414
<b>Local authority</b>	Sefton
<b>Inspection number</b>	1041123
<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 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	The Wendy House (Wirral) Ltd
<b>Registered person unique reference number</b>	RP532540
<b>Date of previous inspection</b>	19 February 2016
<b>Telephone number</b>	0151 378 1314

Wendy House was registered in 2015. The nursery employs 12 members of childcare staff. Of these, one has qualified teacher status, one has early years professional status and six hold an appropriate early years qualification between level 2 and level 6. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

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