

# The Wendy House

River Valley Centre, 6 White Horse Drive, Emerson Valley, Milton Keynes, MK4 2AS



## Inspection date

28 June 2017

Previous inspection date

3 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 manager leads her team well. She works with other senior staff to monitor the quality of teaching and to help staff improve their already good teaching skills.
- Staff provide an exciting and stimulating learning environment, full of learning experiences that children enjoy. They provide especially interesting activities for those children who prefer to learn outdoors. Children make good progress.
- Staff build strong partnerships with parents. They provide supportive advice that helps parents to continue their children's learning at home.
- Staff successfully help children to gain lots of practical skills that help them manage the move to school with confidence. For example, they teach children how to dress and undress and how to wash and dry their hands thoroughly.
- Children really enjoy their time at pre-school. They are happy to be there and approach their learning with enthusiasm.

### It is not yet outstanding because:

- The manager has not fully established monitoring for different groups of children and the impact that teaching is having on their progress.
- Sometimes staff miss cues from children with less developed speaking skills who indicate they would like to join in with activities or experiences. At these times, staff miss chances to extend the learning for these children.

## What the setting needs to do to improve further

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

- monitor the progress of different groups of children to help target teaching more precisely
- respond more consistently to the non-verbal signs that children use to show their interest and make better use of these opportunities to extend learning.

### Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke to parents and children and took account of their views.
- The inspector looked at documentation, including policies and children's records.

### Inspector

Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager follows thorough recruitment procedures to ensure the suitability of those she employs to work with children. All staff have a clear understanding of their role in safeguarding children and know what to do if they have any concerns to protect a child's welfare. The manager regularly reviews and improves the provision. For example, she has made improvements to the organisation of the day to meet the needs of energetic learners. The manager monitors the use of any additional funding to ensure she uses it appropriately to benefit children. Staff are well qualified and the manager supports them well to gain additional qualifications and attend further training. Staff use their improved skills well. For example, they now use a wider range of strategies to encourage children's speaking and listening skills.

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

Staff make regular assessments of individual children's progress. They accurately identify where progress is less than typical and work well with parents and other professionals to help these children to catch up. Staff help children to learn effectively. They help children develop their communication skills. For example, children carefully explain about the ingredients in their pretend dinner to staff who have shown interest in what they are doing. Staff teach children how to take turns, such as playing board games with them. Older children enjoy making predictions about whether different items will float or sink before dropping them into water to find out.

### Personal development, behaviour and welfare are good

Staff meet children's physical needs well. For example, they plan activities, indoors and outdoors, that encourage children to run and chase. Staff encourage children to follow and enjoy a healthy and varied diet. They meet children's emotional needs equally as well. Children settle well and build secure bonds with all staff. They develop the confidence to play and explore independently and to ask staff for help if they need it. Staff are good role models for children. They lead by example and are polite, helpful and enthusiastic as they go about their day. Children show the same characteristics too. They successfully learn to share and consider the needs of each other.

### Outcomes for children are good

Children gain good skills in preparation for their future learning. Younger children learn new words and grow in confidence to be away from home. They learn to make choices about what to do and whom to spend their time with. Older children learn to write their names and to count, sort and recognise shapes and numbers. All children develop an understanding of their community and the wider world. They appreciate the similarities and differences between themselves and others.

## Setting details

<b>Unique reference number</b>	141769
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1061458
<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>	2 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Emerson Valley Playgroup Committee
<b>Registered person unique reference number</b>	RP517352
<b>Date of previous inspection</b>	3 July 2013
<b>Telephone number</b>	01908 506982

The Wendy House registered in 2001 and is situated in Emerson Valley, Milton Keynes, Buckinghamshire. It operates from 9am to 3.30pm, Monday to Friday, during term time only. The provider receives funding to provide free early years education to children aged two, three and four years. There are 11 members of staff who work directly with the children. Of these, one holds early years teacher status, one holds a relevant qualification at level 5, one is qualified at level 4, and six staff hold relevant qualifications at level 3.

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