

Wendy House

Gautby Road Community Centre, 69 Gautby Road, Birkenhead, CH41 7DS



Inspection date	7 December 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children are excited to attend this small, friendly and welcoming pre-school. Staff support children well and get to know their individual personalities. This contributes to assuring children's well-being.
- Teaching is effective. Children are motivated to play and explore. They make good progress in their learning, overall.
- Staff work well as a team. They continually review and adapt the environment to meet children's changing needs and interests. The play space is well equipped and carefully organised to offer children a range of stimulating experiences.
- Parents are well informed and involved in their children's care and learning. They express very positive comments about the staff and the care and attention they give to their children.

It is not yet outstanding because:

- Staff do not focus sharply enough on children's communication and language development to help them make rapid progress in their speaking skills.
- Staff do not consistently make the most of all opportunities to promote children's independence.

What the setting needs to do to improve further

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

- focus more precisely on children's communication and language development to help all children make the best possible progress in their speaking skills
- increase opportunities for children to do things for themselves, to further promote their independence.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children and completed a joint observation with the manager.
- The inspector held discussions with the provider and manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Jan Linsdell

Inspection findings

Effectiveness of the leadership and management is good

The manager's enthusiasm helps motivate staff to deliver a good standard of care and learning for children. The views of staff and parents are used to inform self-evaluation and drive ongoing improvement. Regular supervision meetings and feedback on performance help staff to strengthen their skills. Staff attend some additional courses and the owner has recently sourced an online training company to further help support staff's professional development. Safeguarding is effective. Staff have a clear understanding of safeguarding procedures and how to keep children safe from harm. They check indoor and outdoor areas daily to make sure children are not exposed to any hazards. The premises are secure and children are kept safe.

Quality of teaching, learning and assessment is good

Staff interact with the children well. They talk and join in with children's play, constantly praising their efforts. Staff find out about what children know and can do when they first start. They use their assessments of children's skills to help them plan activities and set individual targets for children to achieve. Staff closely monitor children's progress to help them to promptly highlight and address any gaps in development. Staff read stories with gusto, encouraging children to join in with actions and finish familiar phrases. They play games to help children learn about numbers and shapes. Regular parent evenings enable parents to talk to key persons and view their child's scrapbook, which contains photographs and information about their ongoing progress.

Personal development, behaviour and welfare are good

Staff develop warm and friendly relationships with parents and children. Parents confirm that children settle quickly and form close attachments to staff. Children's positive behaviour shows that they feel happy and safe. Staff consistently reinforce good manners and remind children to be kind to each other. They promote children's good health and follow hygiene procedures, for example, when changing children's nappies. Children enjoy eating substantial and nutritious snacks and they are confident to ask for more. They play outside each day where they enjoy challenging experiences, such as balancing carefully as they walk along the crates.

Outcomes for children are good

Children make good progress in their learning and develop most of the skills they need to support their readiness for school. Children follow their own ideas and, overall, make their own choices, for example, when taking part in craft activities. They listen to staff and cooperate with requests, for instance, to help tidy up. Children learn to follow hygiene routines and manage their own personal needs. They develop their early writing skills and use different tools to make marks in flour.

Setting details

Unique reference number	EY493570
Local authority	Wirral
Inspection number	1025145
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	14
Number of children on roll	22
Name of registered person	The Wendy House (Wirral) Ltd
Registered person unique reference number	RP532540
Date of previous inspection	Not applicable
Telephone number	0151 653 3334

Wendy House registered in 2015. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 8.30am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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