

The Wendy House Day Nursery

76 Station Lane, Hornchurch, Essex RM12 6NA



Inspection date	29 August 2018
Previous inspection date	17 August 2015

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

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The leadership and management team does not ensure that all records are fully up to date, such as attendance registers. Some records are not available for the purpose of inspection, such as those to confirm staff's suitability.
- Some staff do not identify or assess each child's learning needs and stage of development accurately to ensure all children make good progress.
- Leaders do not check on the progress children make regularly to ensure that they and staff are able to recognise any gaps in children's development and address these swiftly. They do not ensure written progress checks for two-year-old children are completed consistently and in a timely manner, as required.
- Self-evaluation is not fully successful in identifying and targeting areas that need improvement, particularly with regards to staff's weaknesses in their assessment practices.

It has the following strengths

- Staff work with parents well. They regularly share information with parents about their children's day and involve them in their learning at home.
- Children are happy. Staff are caring and form friendly relationships with children and support their emotional needs effectively.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all records are available and up to date for the purposes of inspection, including to confirm who is in attendance and staff's suitability	30/09/2018
improve the quality of assessment procedures and ensure that all staff accurately identify and understand each child's individual needs and stage of development, to plan precisely for their next steps	30/09/2018
improve monitoring procedures of children's progress, including completing a written summary of children's attainment between the ages of two and three years, to ensure any gaps in their learning are recognised and addressed.	30/09/2018

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

- improve the monitoring of staff's performance to recognise and swiftly tackle any weaknesses in their practice.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures and children's assessment folders.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Leaders and staff all know how to recognise and report any signs that indicate a child may be at risk of harm. The management team provides regular safeguarding training to ensure staff's knowledge is kept up to date. The management team implements suitable recruitment checks; however, it has not been able to present all evidence at inspection to confirm staffs' suitability. Leaders recognise some strengths and areas for improvement in the setting's practice overall. However, they do not identify all weaknesses in relation to staff's performance, to improve the quality of the provision further. They do not consistently oversee staff well. For instance, they have failed to recognise that written progress checks for two-year-old children are not completed. Leaders do not monitor children's progress regularly to help recognise and address any gaps in children's development and ensure children make the best possible progress.

Quality of teaching, learning and assessment requires improvement

Overall, staff interact with children well. Children concentrate and are keen to join in activities. Older children enjoy experimental activities, such as predicting which objects will float or sink in water. They develop their thinking skills and learn to share their ideas confidently with others. Younger children have suitable opportunities to develop their physical skills, such as using paintbrushes to paint with, and they learn to use tools with control. However, the quality of staff's assessments is varied. Although staff observe children, there are gaps in some staff's knowledge about what their key children can do and what they need to do next to extend their learning. Not all staff use the information they gather to identify children's next steps in all areas of learning. This hinders the progress children make in these areas.

Personal development, behaviour and welfare require improvement

Overall, children play in a safe, welcoming environment. Children eat nutritious food and learn how to be healthy. They are physically active, such as while use climbing apparatus outdoors. Children behave well. Staff act as suitable role models to help children learn how to behave towards others. However, due to gaps in assessment, staff's plans do not fully reflect children's individual emerging needs to ensure they always provide stimulating and challenging activities for all children.

Outcomes for children require improvement

Children make typical progress, given what they knew when they started, and acquire the basic skills needed for their future learning. They make friends and play well with others. Older children learn to use words in context. Babies walk and move confidently. However, due to inconsistency in assessments, not all children receive support specific to their emerging needs to help them make good or better progress.

Setting details

Unique reference number	118626
Local authority	Havering
Inspection number	10060977
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	42
Number of children on roll	58
Name of registered person	The Wendy House (Hornchurch) Limited
Registered person unique reference number	RP527962
Date of previous inspection	17 August 2015
Telephone number	01708 437 250

The Wendy House Day Nursery registered in 1989. It is open each weekday from 7.30am until 6pm for 51 weeks of the year. The nursery is in receipt of funding to provide free early education for children aged three and four years. There are 13 members of staff, and of these 11 hold early years qualifications from level 2 to level 6.

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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