

The Wendy House (Lynwood) Limited

5 Lynwood Way, Lickey, Birmingham, West Midlands B45 8EZ



Inspection date	15 October 2018
Previous inspection date	16 March 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of 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

The provision is inadequate

- The provider does not ensure that staff support children who have special educational needs (SEN) effectively. Staff fail to provide effective arrangements to meet the specific needs of children who have SEN, to help them make progress from their starting points.
- The key-person system is not effective. Some staff have a poor understanding of what children need to learn next. This hinders the progress that children make significantly. Not all parents know who their child's key person is.
- The provider does not monitor the quality of teaching and children's learning effectively to ensure that gaps in learning are identified and addressed. Support for staff is ineffective.
- The provider fails to display their certificate of registration.
- Staff do not make accurate assessments of where children are in their learning and fail to ensure that all activities are matched to children's individual stages of development and interests.
- Partnerships with parents are weak. The provider does not ensure that staff keep all parents informed of their children's progress, to help them support learning at home.
- Not all staff support children's emotional security well. Some staff do not respond to children in a positive and sensitive way. They fail to foster secure and happy relationships with children.
- Self-evaluation is weak. The provider does not ensure that all requirements are met.

It has the following strengths

- Children enjoy regular opportunities for physical play outdoors.

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 that effective arrangements are in place to support children who have SEN	15/01/2019
ensure the key-person system is effective to build supportive relationships and ensure that each child's care is tailored to meet their individual needs	15/01/2019
implement effective arrangements to monitor, coach and support staff to identify and act on weaknesses in practice, to improve the quality of teaching and learning	15/01/2019
display the certificate of registration	15/11/2019
improve planning and assessment to track children's progress accurately and meet each child's learning needs effectively, to help all children to make good progress	15/01/2019
ensure that partnerships with parents are positive and that parents are kept fully informed about their child's key person, their child's developmental progress, and how they can share learning at home	15/01/2019
ensure that all staff provide children with sensitive and positive interactions to support their emotional well-being successfully.	15/01/2019

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

- make effective use of self-evaluation to ensure that weaknesses in practice and breaches of requirements are quickly identified and acted upon to improve the quality of provision for children.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the managers, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures. The inspector also sampled children's development information and records.
- The inspector carried out joint observations of activities with the manager.
- This inspection was brought forward following Ofsted's risk assessment process.

Inspector

Anne Clift

Inspection findings

Effectiveness of leadership and management is inadequate

The manager fails to ensure that staff implement effective plans to support the learning and development of children who have SEN. This means that children who need additional support are not helped to catch up in their learning. The provider does not ensure that children benefit from a consistent key person to meet all children's individual needs and help to build positive relationships. Although children are allocated a key person, sometimes this is only for that particular day and depends on which staff are present. Consequently, some staff do not know children well. This does not support children's emotional security. Partnerships with parents are poor. The provider does not effectively inform parents about the frequent changes to their child's key person. This means that parents do not know which staff members are responsible for their child's individual care and learning. Consequently, staff do not develop effective two-way information sharing, to help parents guide their children's learning at home. In addition, when concerned parents ask to meet with the provider, she refuses the request, even though she is available. Although the provider monitors the quality of teaching and children's learning, this is not effective. As a result, gaps in children's learning and development are not identified and addressed swiftly. Staff receive some training. However, this does not have a positive impact on the quality of their teaching. Safeguarding is effective. Staff receive safeguarding training and understand the procedures to follow if they have concerns about a child's welfare. The provider has not identified weaknesses in practice and breaches in requirements. She does not display her certificate of registration. The quality of the provision has declined.

Quality of teaching, learning and assessment is inadequate

Although the provider ensures that children have access to high-quality resources, overall, the quality of teaching and children's learning is poor. Assessment of children's learning is inaccurate, and some staff have a weak understanding of the progress children make. Although staff identify a next step for each child's development, this is narrow and does not identify clearly how to challenge children across the different areas of learning. Some staff do not plan activities that are matched to children's individual stage of development. Staff expect children under the age of two years to sit and listen to complex and lengthy stories. They do not recognise when children find this difficult. Staff demand that three-year-old children give them a word that begins with a specific letter and then tell them they are wrong when children make a suggestion. This does not provide children with positive learning experiences. This said, staff provide some activities that children enjoy. This includes making dough, shaping it with tools and using tweezers to catch floating pieces of cucumber.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management compromise children's well-being. Children's emotional security is not supported because of the frequent changes to their key persons and negative interactions from some members of staff. Some staff make negative comments to children and do not interact with them positively. Staff insist that three-year-old children contribute to large-group discussions and rudely dismiss them when they do not want to speak. At times, some staff sit the youngest children back

down on the carpet inappropriately when they become restless and want to stand up. Consequently, children fail to thrive. However, staff are aware of children's dietary requirements and children enjoy the nutritious food provided.

Outcomes for children are inadequate

Inconsistencies in teaching and assessment have a negative impact on the progress children make. Children do not make the progress of which they are capable and are not prepared adequately for their future learning. This includes children who have SEN. Children develop some investigative skills, such as shining torches on different objects and dissolving jelly in water. They use their imaginations as they play, such as pretending to cook with mud, sticks and leaves. Children are keen to practise their writing skills. They behave well.

Setting details

Unique reference number	EY481425
Local authority	Worcestershire
Inspection number	10081445
Type of provision	Full day care
Registers	Early Years Register
Day care type	
Age range of children	1 - 4
Total number of places	48
Number of children on roll	61
Name of registered person	The Wendy House (Lynwood) Limited
Registered person unique reference number	RP530505
Date of previous inspection	16 March 2016
Telephone number	0121 445 6828

The Wendy House (Lynwood) Limited registered in 2014. The nursery employs nine members of childcare staff. Of these, two hold relevant early years qualifications at level 6, six at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery receives funding for the provision of free early education to three-year-old children.

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