

# The Wendy House Day Nursery

Chapel Lane, Wythall, BIRMINGHAM B47 6JX



<b>Inspection date</b>	15 January 2019
Previous inspection date	1 August 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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 leadership and management team has taken significant and swift action since the last inspection. Children are provided with good-quality care and learning experiences.
- Staff are deployed effectively and ensure children are kept safe. They closely supervise children and give them all the support they need to form strong emotional attachments with staff.
- Exceptional focus has been given to working in partnership with parents. Staff are working effectively with parents to ensure each child's care and learning are tailored to meet their needs. Parents are involved in and kept up to date about their children's learning. This contributes to the good progress children are making.
- A highly effective and well-targeted literacy programme has been introduced in pre-school. Staff have high expectations of children's achievements. This has resulted in some rapid progress in children's development in this area.
- Information from observations and accurate assessments are used to closely monitor children's progress. Management use this information to identify children who have clear gaps in their learning. Additional targeted planning is in place for these children, which has helped to accelerate their progress.
- Staff are less focused on helping children who speak English as an additional language. Children are not fully supported to use their home language in play and learning to support their language development.
- Coaching and support are not yet fully established to ensure that all staff are skilled enough to provide the very highest support for children's learning.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop and use their home language in play and learning to support their language development
- extend coaching and support for staff to ensure continuous improvement in their knowledge and skills so that they are able to provide the very highest support for children's learning.

### Inspection activities

- The inspectors had a tour of the nursery. They looked at the range of resources available for children to use and discussed the nursery's risk assessment with the provider.
- The inspectors spoke with the provider, staff and children at appropriate times during the inspection.
- The inspectors spoke with a number of parents and took account of their views.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors observed a planned activity and then evaluated this with the provider.
- The inspectors held a meeting with the provider and her senior management team. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.

### Inspectors

Johanna Holt

Christine Armstrong

## Inspection findings

### Effectiveness of leadership and management is good

The provider and her new management team have been highly successful in making significant improvements in the quality of care and learning. They have worked with staff to create a safe, stimulating and continuous learning environment throughout the nursery. They have implemented robust assessment and monitoring systems, and they supervise, coach and support staff. This helps to identify any training needs, which is having a positive impact on the learning experiences offered to children. The arrangements for safeguarding are effective. Ongoing suitability checks help to ensure that adults are suitable to work with children. Staff understand about child protection issues and the procedures to follow if they have a concern about a child.

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

Staff provide a good balance of adult-led and child-initiated activities indoors and outdoors. Each room and outdoor area provides an abundance of high-quality resources to ignite children's curiosity, activity and self-initiated play. Staff plan activities to support children's next steps in learning. For example, music sessions are planned to support younger children to develop their listening and speaking skills. During the session, children are encouraged to listen, copy actions and learn new words. Children have fun stretching and clapping. They tap different parts of their bodies and use maracas to start and stop making sounds. Staff in pre-school plan activities to encourage children to explore and experiment. Children use pipettes to find out what happens when vinegar reaches bicarbonate of soda that has been frozen inside ice cubes.

### Personal development, behaviour and welfare are good

The key-person system is effective. Staff are kind and caring towards children and make them feel secure. They work effectively with parents to help children manage changes, such as when they move rooms. Children are familiar with and follow the routines of the day. For example, at sleep time younger children collect their blanket and comfort toy, which are brought from home, and lie on their bed ready for sleep. The strong emotional attachments babies make with their key person help them to feel safe to explore their environment and take their first steps. Staff work effectively with parents to help children achieve independence skills, such as using the toilet. Healthy and nutritious meals are prepared in the nursery. Children learn good hygiene routines as they wash their hands before eating and after messy play activities.

### Outcomes for children are good

Children develop the skills they need for their next stage in learning and school, when the time comes. All children are active and motivated learners who sustain their interest in activities throughout the day. All children play creatively and imaginatively and are eager to try new things. They develop good physical skills as they explore and experiment with a wide range of resources. Pre-school children write their own name. They recognise letters of the alphabet and the sounds they represent. The most able children can blend letters to sound out simple words. They show a good interest in numbers and enjoy simple problem solving using their increasing knowledge.

## Setting details

<b>Unique reference number</b>	EY362027
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10068000
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	180
<b>Number of children on roll</b>	166
<b>Name of registered person</b>	The Wendy House Limited
<b>Registered person unique reference number</b>	RP907032
<b>Date of previous inspection</b>	1 August 2018
<b>Telephone number</b>	01212705020

The Wendy House Day Nursery registered in 2007. The nursery employs 43 members of childcare staff. Of these, 34 hold early years qualifications to at least level 3, including 9 at level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two- three- and four-year-old children.

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