

# The Wendy House

5 Brockhampton Road, HAVANT, Hampshire PO9 1NU



<b>Inspection date</b>	26 February 2019
Previous inspection date	1 October 2014

<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 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 benefit greatly from a well-organised learning environment which has a broad range of resources for them to make choices about their play from. Staff plan a range of stimulating play opportunities which support children's interests and next steps in learning effectively.
- The managers are committed to continually developing the nursery. They are aware of its strengths and weaknesses and often seek the views of staff, parents and children to help identify areas for review. An ongoing development plan is used to help ensure targeted improvements take place.
- Partnerships with parents are good. Daily exchanges and regular meetings mean that parents are well informed about children's learning and development. Key-person relationships are effective and the staff know the children and their families well. Parents are complimentary about the friendly staff and comment on how much their children enjoy attending the nursery.
- Staff support children's emotional well-being successfully. For example, staff working with babies are attentive to their individual needs. Babies respond well to staff and are quickly soothed when they become upset.
- The management team supports staff in their practice effectively. Staff attend regular meetings to discuss their continuous professional development opportunities. Staff say that recent training has helped them to work more effectively with other settings and professionals, seeking and sharing information to help provide a more consistent approach to children's learning and development.
- The management team do not have a secure picture of how well groups of children who attend the nursery are progressing to enable them to swiftly identify and address any gaps in achievement and to help them evaluate the effectiveness of learning overall.
- Older children are not consistently provided with the resources or experiences to explore technology in their play and learning.

## What the setting needs to do to improve further

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

- build on the newly introduced systems to monitor children's development so that any differences in the progress made by specific groups of children can be clearly identified, analysed and addressed accordingly
- develop further opportunities for older children to access and use a range of technology in their play and learning.

### Inspection activities

- The inspector held discussions with the management team, staff and children throughout the inspection
- The inspector observed activities indoors and outdoors and assessed the impact of these on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector sampled documents, including children records, policies, safeguarding information and checked evidence of the suitability and qualifications of staff.

#### Inspector

Sarah Denman

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff have a good knowledge of how to protect children and follow their procedures well. Staff are fully aware of their roles and responsibilities to protect children from harm. They undertake essential training to update their awareness of the signs and symptoms that indicate a child is at risk. The management team has a thorough recruitment process, which involves a number of background checks on staff to help keep children safe. Staff are deployed well throughout the day. They undertake regular checks of the environment to help ensure it remains a safe place for children to access. When children move on to school, staff share information about their learning and development to support their continued learning.

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

The well-qualified staff promote children's language and communication skills effectively. They skilfully use questions to engage children in rich conversations. Staff provide good creative opportunities for children. Babies enjoy a wide range of sensory experiences, such as exploring paint. Older children explore the properties of different materials while using collage to create pictures. Staff support children's early literacy skills well. For example, they read stories in lively tones and respond to younger children's spontaneous comments about the characters and what can be seen within the illustrations. Older children link familiar phrases from well known stories alongside imaginative play.

### Personal development, behaviour and welfare are good

Effective partnerships with parents contribute to successful settling-in procedures for children. Staff gather relevant information from parents from the start about children's interests and care routines. Staff are good role models and encourage children to take turns and share toys and resources. They help children to feel valued and constantly offer praise, to support their self-esteem and confidence. Children are able to follow routines well. They know about hand washing before meals and are as independent as possible, according to their stage of development. Children learn about healthy lifestyles and how healthy eating helps them to grow and develop. They enjoy fresh air and exercise as they go outside on a regular basis. This helps to promote their physical health and well-being effectively.

### Outcomes for children are good

Children make good progress from their starting points. They are well prepared for their next stage in learning and develop the skills that will support them when they make the eventual move on to school. For instance, younger children demonstrate good hand-to-eye coordination. They use tools for a purpose, such as to scoop and pour soil into buckets. Older children learn to write their name and learn about letters and the sounds they make. Babies display an inquisitive nature, such as by crawling into a mirror tunnel to look at themselves. All children explore mathematics at every opportunity. Older children take turns to successfully match pictures on dominoes. Babies enjoy exploring the shape sorter as staff model the name of the shapes. Staff encourage younger children to count the stairs as they slide down them on their bottoms on their way to the garden.

## Setting details

<b>Unique reference number</b>	EY363957
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10069378
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Logan, Wendy Jeanette
<b>Registered person unique reference number</b>	RP902994
<b>Date of previous inspection</b>	1 October 2014
<b>Telephone number</b>	02392479099

The Wendy House registered in 2008. It is a privately owned nursery that operates from a house in Havant, Hampshire. The nursery is open on weekdays from 7.30am to 6.30pm for 50 weeks of the year, excluding bank holidays. It is receipt of funding for the provision of free early education for children aged two, three and four years. There are twelve staff, including the owner. Of these, nine staff hold appropriate early years qualifications at level 3, two at level 5 and one holds an early years degree.

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