

Wendy House Day Nursery

28 St Helens Road, Dringhouses, York, North Yorkshire YO24 1HR



Inspection date	6 March 2019
Previous inspection date	9 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff are very friendly and welcoming and implement the well-established key-person system successfully. Children form very secure attachments with all staff. This helps to support children's emotional development.
- Overall, the quality of teaching is very strong. Staff use observation and assessment effectively to identify individual children's achievements and what they could do next in order to help children make further progress in their learning.
- Staff support children's communication skills well. For instance, staff consistently model clear language and talk to children as they play. Staff use effective questioning methods and give older children plenty of time to think and respond. All children become confident talkers.
- Staff regularly exchange information about children's achievements with parents and other settings that children attend. This helps to support a consistent approach in children's care and learning.
- The provider, who is also the manager, has very high ambitions to provide a high-quality provision. She regularly seeks the views of local authority advisers and other professionals. These effective partnerships help her to evaluate and build upon practice.
- Staff do not always organise large-group activities well enough to support younger or less-able children's developmental needs. Sometimes, younger children lose interest and become distracted during lengthy activities.
- Information gathered from parents about children's prior learning is not detailed enough to support highly effective planning.

What the setting needs to do to improve further

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

- review the planning of group activities so that all children are challenged appropriately and supported to maintain their interest more effectively
- gather more information from parents about what children already know and can do when they first start, to help staff plan for their learning from the outset.

Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the deputy manager and discussed the impact of teaching.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took into consideration the comments of parents spoken to on the inspection day.

Inspector
Shirley Burley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the signs of abuse and where to report any concerns regarding a child's welfare. They have accessed training to keep their knowledge of child protection up to date. Effective risk assessments are in place. Positive steps are taken to identify and reduce hazards. This contributes to maintaining children's safety. The manager uses appropriate procedures for recruitment, induction and professional development to continue to raise the quality of staff practice and outcomes for children. She meticulously monitors children's progress and has a robust overview of the progress made by individuals and groups of children. This information is used to identify any gaps in provision effectively and meet the needs of individual children. Parents feel very well supported and give high praise for the care their children receive.

Quality of teaching, learning and assessment is good

Staff provide a homely, calm environment where children thrive. Children have plenty of opportunities to investigate, make plans and solve problems. For example, they competently work together to fix together the wooden train track. Staff introduce mathematical language into all the activities, encouraging children to identify size, position and quantity. Children benefit from a range of opportunities to join in with songs and listen to stories. They eagerly join in with familiar phrases and predict what might happen next, which helps them to make good progress in early literacy. Children learn to identify and write letter sounds to support their emerging writing skills. Older children use their imagination in the outdoor area. For example, they enjoy performing musical shows for their friends.

Personal development, behaviour and welfare are good

Children form very secure bonds with their key person. Children's behaviour is good. They learn how to resolve problems and understand what is expected of them. The staff praise children for their attempts and achievements, which helps to raise their self-esteem and confidence. Children learn to make healthy lifestyle choices. Meals provided are balanced and nutritious. Children are encouraged to take regular drinks to remain hydrated and ready to learn. Staff help children to understand that they are all different and to respect diversity. They eagerly engage in discussions with children about their holidays and celebrate their home lives. For instance, children have the opportunity to take 'Wilbur Bear' home with his diary.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. They learn key skills in readiness for their eventual move on to school. Children act out their experiences and observations. For example, they prepare pretend pancakes for their friends. Younger children show their curiosity as they explore musical instruments and the sounds that they make. Children have many opportunities to be physically active and learn new skills, such as balancing and negotiating space.

Setting details

Unique reference number	321600
Local authority	York
Inspection number	10067053
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	20
Number of children on roll	31
Name of registered person	Wood, Wendy Diane
Registered person unique reference number	RP906747
Date of previous inspection	9 November 2015
Telephone number	01904 704468

Wendy House Day Nursery registered in 1990. The nursery employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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