

# The Wendy House Day Nursery (Woodrush) Ltd



The Woodrush High School, Shawhurst Lane, Hollywood, Birmingham, Worcestershire B47 5JW

<b>Inspection date</b>	2 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Leaders and managers are ambitious and have high expectations. They have worked hard to create a warm, welcoming and stimulating environment that puts children at the heart of everything they do.
- Parent partnership is good. Parents' comments are very positive and they say they are kept well informed about the progress their children make. Parents are invited into workshops and enjoy taking part in activities with their children.
- Children with special educational needs and/or disabilities (SEND) are extremely well supported. Staff work well with other professionals. Gaps in children's learning are swiftly identified and measures are put in place to help children to catch up. All children make good progress from their starting points.
- Children have good opportunities to take part in extracurricular activities. They visit the local library, take part in weekly physical activities provided by a sports coach and enjoy weekly singing and music time.
- All children benefit from a key person who takes the time to get to know them well and ensures their individual needs are met. Children are emotionally secure, they are content in their surroundings and build good attachments with their key person.
- Staff do not always identify when children have achieved their next steps in learning, this means planning is not yet precisely focused on helping children to reach the highest levels of attainment.
- Although all staff benefit from ongoing performance management, it is not yet sharply focused on raising the quality of teaching to the highest level.

## **What the setting needs to do to improve further**

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

- review children's next steps more regularly and use this information to plan meticulously for all children to help them make rapid progress in their learning
- focus the arrangements for the supervision of staff more precisely on raising the quality of teaching to outstanding.

### **Inspection activities**

- The inspector observed the quality of teaching in the indoor and outdoor environments and assessed the impact on children's learning.
- The inspector held a meeting with the management team.
- The inspector looked at a range of documentation, including evidence of the suitability of staff and first-aid certificates.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching practice.
- The inspector spoke to staff, children and parents at convenient times during the inspection.

#### **Inspector**

Emma McCabe

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff receive training and have a good understanding of their responsibilities to protect children from harm. The manager supports staff well within their roles. She completes regular supervision sessions and identifies some training needs to help all staff develop their knowledge and skills. Staff-to-child ratios are maintained and staff are deployed effectively to meet the needs of the children. Most staff are trained in first aid and are able to deal with medical emergencies. Leaders and managers have an accurate overview of the setting. They regularly evaluate and review areas of the provision and identify priorities for improvement. They are committed to driving forward practice to the highest level.

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

The quality of teaching is good. Staff offer children a wide range of experiences across all areas of learning. They complete observations of children's development and generally use this information to inform planning. Staff join in with children's play and facilitate the learning taking place. They support younger children to develop their early language skills as they use gestures, and model and reinforce words. Older children have good opportunities to think and respond to questions as they engage in conversations with staff and each other. Staff provide opportunities for children to investigate, make decisions in their learning and find their own ways of doing things. Younger children show curiosity and excitement as staff encourage them to explore flashing balls during a music activity. Older children enjoy creating portraits of their mothers. They develop their cutting skills and learn how to use scissors safely.

### Personal development, behaviour and welfare are good

Staff working with the youngest children are sensitive to their needs. They recognise when children are tired, hungry and need comforting. Older children make decisions in their learning. They are encouraged to have a voice and are listened to by staff. Children enjoy voting on what they want to do. Recent staff training in behaviour management has had a positive impact on children's behaviour. Staff act as positive role models. They set boundaries and expectations, and this helps children to develop a good understanding of positive behaviours. Staff help older children to understand the consequences of their actions. They help children with SEND to take the time to process situations and to channel their emotions in a positive way. Children benefit from daily opportunities to be physically active and enjoy being out in the fresh air. They develop their independence as they are encouraged to put on their coats for outdoor play. Staff regularly praise children's efforts and children show pride in their achievements.

### Outcomes for children are good

All children gain key skills in readiness for their next stage in learning and move on to school. Babies and young children develop their physical skills as they move around their environment. They gain the confidence to have a go and try new things. Older children give meaning to the marks they make as they create pictures. Some children are beginning to form recognisable letters in their name. Children develop an awareness of counting, numbers and shapes.

## Setting details

<b>Unique reference number</b>	EY555392
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10101487
<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 - 3
<b>Total number of places</b>	77
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	The Wendy House (Woodrush) Limited
<b>Registered person unique reference number</b>	RP555391
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0121 270 5020

The Wendy House Day Nursery (Woodrush) Ltd registered in 2018 and is located in Hollywood, Birmingham. The nursery employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 to 5 and one has qualified teacher status. The nursery is open Monday to Friday, all year round, from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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