

The Wendy House Lynwood

6 Lynwood Way, Lickey, Bromsgrove B45 8EZ



Inspection date	9 April 2019
Previous inspection date	16 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 committed to providing the best possible care and learning for all children. They ensure that self-evaluation is meticulous and includes the views of parents, children and staff. They work hard to review practice and make improvements to raise outcomes for all children.
- Partnerships with parents are strong. Parents' comments are very positive, and they say, in their written and verbal feedback, how wonderful the staff team is and how good the manager is. The nursery has been through many changes over the past year and parents say how happy they now are with the consistency of the staff team.
- Staff manage children's behaviour well. They act as positive role models and are very good at using age-appropriate strategies to help young children to understand boundaries and expectations.
- Key persons build trusting and caring relationships with their key children and their parents. Staff gain thorough information from parents to aid the settling in when children start nursery. They share ongoing information with them to keep them informed of their child's progress. This helps to ensure that children's individual care and learning needs are well met.
- Staff use observations of children's development to identify their next steps for learning. They use the information to plan a range of exciting experiences based on children's interests. Children make good progress across all areas of their learning.
- Staff do not always think about how they can fully engage the quietest children in group activities.
- Staff sometimes miss opportunities to follow the children's lead in their learning. For example, at times some staff question children too much. They do not always recognise when to stand back and observe or give children the time they need to respond to questions.

What the setting needs to do to improve further

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

- find further ways to encourage the quietest children to become more engaged in group activities
- build on staff's expertise and help all staff to recognise when to stand back and observe children's play and how to question skilfully to facilitate children's learning to the highest level.

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 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.
- The inspector held a meeting with the management team and discussed its ongoing monitoring and evaluation of the nursery.
- The inspector looked at a range of documentation, including evidence of the suitability of staff and first-aid certificates.

Inspector
Emma McCabe

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers and staff implement robust procedures and have a clear understanding of their responsibility to protect children from harm. The manager works closely with the staff team to ensure a consistent approach throughout the nursery. Staff benefit from regular supervision meetings and are supported well. Staff are keen to keep their knowledge up to date and extend their skills further. They attend regular training courses, for example, in behaviour management, understanding autistic spectrum disorder and team leading. Recent training has helped staff to become more confident within their roles. The manager encourages staff to reflect on their practice and evaluate any training. Leaders and managers monitor teaching and learning effectively. They identify any gaps in children's learning and swiftly put targeted intervention into place to help close gaps quickly.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff interact well with children and get down to their level. They provide encouragement to aid their learning and join in with their play. Overall, staff promote children's emerging language effectively. For example, they listen to babies 'babbling' and encourage them to make more sounds. They also model and reinforce single words. Staff sing songs with the children and use actions and props to ignite their interest. Children develop early literacy skills. For example, they enjoy listening to their favourite 'Jack and the beanstalk' story. They excitedly relate the story to the activities that they have taken part in during the morning, which consolidates their learning. Children have great fun as they play outside. They delight in rolling balls back and forth, and love to explore and investigate water and mud. They enjoy making footprints on paper and talk about them being the giant's footprints. They plant their magic beans and talk about how the beanstalk will grow. Young children enjoy using their muscles to manipulate dough and learn to handle tools with some control.

Personal development, behaviour and welfare are good

Staff are warm and gentle. They skilfully support and nurture children's emotional well-being. Children are settled, secure and happy. They thrive in this caring, stimulating and inclusive environment. Children move around with ease and are confident to have a go and master new skills. Staff praise children on their achievements, which helps to develop their self-esteem and confidence. Staff help children to learn about leading an active and healthy lifestyle. Children sit together and enjoying choosing healthy meals and snacks. Staff encourage them to take manageable risks and actively encourage them to run, jump and stop as they play outdoors.

Outcomes for children are good

Staff prepare young children well for their future learning and help them to become confident and capable learners. Children develop their independence. They show curiosity as they explore a range of natural materials and investigate with cause-and-effect toys. Children show they are eager to learn and develop their concentration as they take part in activities that interest them. They join in with number rhymes, repeat some number names and begin to count, extending their mathematical knowledge.

Setting details

Unique reference number	EY424697
Local authority	Worcestershire
Inspection number	10101663
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 2
Total number of places	58
Number of children on roll	55
Name of registered person	The Wendy House Limited
Registered person unique reference number	RP907032
Date of previous inspection	16 March 2016
Telephone number	0121 445 6828

The Wendy House Lynwood registered in 2011. The nursery employs 12 members of childcare staff, 11 of whom hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 5. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm.

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