

# Inspection of The Wendy House Nursery

The Edge, Riveredge, Wigan WN3 5AB

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Inspection date: 5 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and smiling at this welcoming nursery. The nursery remained open for the vast majority of time during the COVID-19 (coronavirus) pandemic. However, following a recent period of closure, the manager has risk assessed the play space effectively to make it safe for children to return. Parents report that this has made them feel better about the children returning. Staff encourage good hygiene procedures to help tackle the spread of infections. As a result, children know it is important to wash their hands and they do this independently. Caring staff make sure that children feel very secure and safe as they learn. Staff talk to parents about their children's likes and dislikes. As a result, new children and babies settle quickly and form strong emotional attachments with their key person. Children have good manners and know the routines very well. They happily share toys with their friends and enjoy playing together. Children listen attentively to instructions. They develop perseverance and determination while balancing on beams in the outdoor space. Older children help themselves to a healthy snack and access water independently.

Staff continuously praise children for their achievements, which supports them to be confident learners. Children enjoy investigating and testing out what they know. For example, they are fascinated to learn about colours when they use pipettes to mix colours together, and excitedly call out to staff when they see a colour change. Staff support children's communication and language skills. They model sounds and words for children to copy. Staff's interactions with babies are enjoyable and exciting. The staff know the children well and they understand what they need to learn next. Children are curious about the world around them, especially while finding out about each other's family and the community.

### **What does the early years setting do well and what does it need to do better?**

- Children's communication and language skills are promoted well. For example, babies enjoy listening to stories and repeat words, such as animal sounds, from familiar storybooks.
- In the pre-school room, staff skilfully promote children's understanding of mathematical language. For example, they enhance children's learning during mathematical activities with well-chosen questions. They encourage children to learn new vocabulary and to solve problems and think of new ideas during activities. However, sometimes, the activities on offer in the toddler room are not planned well enough to support children to achieve their next steps quickly.
- Staff have high expectations for all children and, overall, most staff make adjustments in their teaching to meet children's needs. Although most children make good progress from their starting points, some staff do not yet sequence the curriculum well enough to meet each child's next steps effectively. In

addition, staff are not consistent in their approach for allowing younger children enough time to respond before asking them the next question.

- Staff help children to learn about keeping healthy. Children learn how some foods are not good for their teeth and also learn how to brush their teeth to improve their oral health. Children have regular opportunities to enjoy physical active play and learn new skills while outdoors in the fresh air. This supports children's understanding of making healthy choices and promotes their well-being. Children show high levels of independence in their play as they choose from resources independently.
- Staff have high expectations of children's behaviour and encourage children to follow the 'golden rules'. Children frequently show acts of kindness towards each other. They are respectful to staff and each other, and remind each other of the rules. They say that they must use 'inside voices' and 'walking feet' and that we must 'care for our friends'. Children have exceptional manners. Staff provide opportunities at circle time for children to talk about their feelings with their friends. Staff help children to feel proud of their achievements.
- The manager and staff evaluate the provision regularly and make plans to improve the children's learning and enjoyment. Staff attend training to extend their professional knowledge and share information with each other to help develop their teaching skills. The manager and room leaders provide support for less-experienced staff, to build on their skills and enhance learning experiences for children. Staff benefit from regular supervision sessions and team meetings. As a result, staff say they are well supported in their roles, know their targets and feel valued.
- Parents report that their children are happy and confident. They appreciate the ways in which staff keep them informed and involved in the life of the nursery. Staff share information about children's progress with all parents to support them to continue their children's learning at home. One parent described the nursery as a 'lifeline for the whole family'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibility to keep children safe from harm. Staff know what to do if they are concerned about a child in their care, or if they become concerned about the conduct of a colleague. Staff are aware of wider safeguarding issues, including extremism or radicalisation. Staff undertake regular safeguarding training and child protection is discussed in team meetings. The manager and staff review the risks in the environment to ensure staff and children's safety. Staff have up-to-date first-aid qualifications and all training is discussed in supervision meetings. The vetting, recruitment and induction of staff are of utmost importance and such systems are regularly reviewed.

## **What does the setting need to do to improve?**

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

- strengthen staff's professional development and practice so that they fully understand and are able to plan for the sequencing of children's learning, to offer the highest levels of challenge
- support staff to use questioning more effectively to enable younger children sufficient time to respond.

## Setting details

<b>Unique reference number</b>	EY482050
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10197715
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	The Wendy House Nursery Ltd
<b>Registered person unique reference number</b>	RP907839
<b>Telephone number</b>	01942 237 212
<b>Date of previous inspection</b>	13 February 2019

## Information about this early years setting

The Wendy House Nursery registered in 2014. The nursery employs nine members of childcare staff, including the nominated individual/manager. All staff hold appropriate early years qualifications from levels 2 to 5. The manager holds a degree in early years, the deputy manager holds qualified teacher status. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am until 6pm, except on Friday, when the nursery closes at 5.30pm.

## Information about this inspection

### Inspector

Lysa Randle

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector had a learning walk to discuss the curriculum intent and how the provision is organised.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- Parents were spoken to during the inspection and the inspector took account of their views. Written feedback from parents was also taken into consideration.
- A joint observation was carried out by the inspector and the manager.
- The inspector held a meeting with the manager. She reviewed a variety of documents, including evidence of the suitability of adults working with children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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