

Inspection of Wendy House Day Nursery

129 GEORGE ROAD, ERDINGTON, BIRMINGHAM, WEST MIDLANDS B23 7SH

Inspection date: 1 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 who attend this nursery are happy, and settle well in this home-from-home environment. All the children mix together at the beginning and end of the day, enabling siblings to play together. Older children develop empathy as they learn to care for the younger ones. This supports the children when they transition through the nursery as they are already familiar with the other staff and children. Children learn from enthusiastic adults. They enjoy activities that help them to develop and build on their existing knowledge. Consequently, all children make good progress in their learning. Children enjoy activities that help them to gain knowledge of festivals in the local community, such as Chinese New Year. They make tiger masks and musical instruments and parade around the pre-school room to Chinese music.

Children develop close relationships with staff and their peers. The experienced baby room staff work hard to settle the babies with lots of cuddles and comforting words. Children develop good self-esteem as they receive encouragement and praise from staff. They are happy to engage visitors in their conversations, explaining what they can do and how they enjoy their time at nursery. Children behave well. They learn to share and take turns in their play. All children make good progress in their learning. Children with special educational needs and/or disabilities (SEND) are supported well.

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

- The nursery benefits from an experienced and knowledgeable management team. The enthusiastic manager continually reviews practice and plans improvements to raise the quality of the provision for children and their families. She recognises the strengths of the staff team and uses them effectively.
- Staff know the children well and plan for their learning. The curriculum is well designed and builds on children's interests to extend their knowledge. For example, staff develop children's interest in the post that is delivered to the nursery. They arrange a trip to the local post office for children to buy stamps. Children write letters and post them back to themselves.
- Staff enhance children's language and communications skills. They engage children in conversation, consistently introducing new words and helping children to repeat them.
- Literacy and mathematics are built into all of the activities. Older children are able to recognise the letters in their name and say the sound of the letter that their name begins with. Some are able to form letters and write their name. Children count in a variety of situations. For example, they count the number of decorations that they have stuck onto their musical shakers.
- Children are well behaved. They learn to share and make firm friendships. This

was supported during the COVID-19 pandemic lockdown as children who missed their friends were encouraged to use an online system with their parents to leave video messages for each other.

- Children enjoy art and craft activities. Older children concentrate as they decorate and fill bottles to make shakers. They are proud of their achievements. Younger children happily stick coloured shapes onto paper. However, staff do not consistently provide enough opportunities for children to lead their own play or test out their own ideas.
- Older children spend a short time outside. They develop physical skills as they run, jump, climb and balance. However, the outside area is not utilised effectively to enable all children to access fresh air and outdoor play on a daily basis.
- The nursery effectively supports parents and there are good-quality communication systems in place. There is extensive support for parents with children with SEND. The manager attends online training with parents to enable everyone to consistently support children's individual developmental needs.
- Staff supervisions are effective. The manager is aware of the work pressures on staff. As a result, she has changed the amount of observation and assessment carried out on the children in line with the changes to the 'Statutory framework for the early years foundation stage'.
- Staff take part in regular online training to develop their knowledge and skills. They share their learning from training during staff meetings to benefit all staff and enhance their professional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs that may indicate that a child is being abused, including the 'Prevent' duty. They attend safeguarding training and know the procedures to follow to raise any concerns. This includes the whistle-blowing procedure if they have concerns about a member of staff. The manager regularly tests staff's knowledge through questions. Robust recruitment and vetting procedures ensure that everyone working with the children is safe and suitable to do so. The premises are safe and secure.

What does the setting need to do to improve?

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

- support adults to provide children with opportunities to lead their own play and explore their own ideas
- utilise the outside area to allow all children to have greater opportunities to play outside on a daily basis.

Setting details

Unique reference number	228987
Local authority	Birmingham
Inspection number	10072628
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	26
Number of children on roll	40
Name of registered person	Chiles, Jill
Registered person unique reference number	RP513939
Telephone number	0121 377 6927
Date of previous inspection	14 March 2016

Information about this early years setting

Wendy House Day Nursery registered in 1993. The nursery employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Bishop

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- A meeting was held between the inspector and the manager.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The manager and the inspector completed a learning walk together. They observed staff's teaching practice during activities.

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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