

Inspection of The Wendy House Day Nursery

Chapel Lane, Wythall, BIRMINGHAM B47 6JX

Inspection date: 8 March 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children make good progress in accordance with what they already know and can do. They demonstrate high levels of curiosity and concentration while playing in the stimulating environment created by staff.

Children's emotional security is given a very high priority. This is initially addressed well due to a settling-in procedure that is agreed with parents in accordance with their child's individual needs. Transition arrangements are very good as babies and children progress through the nursery. Parents are kept well informed about their child's planned move and who the child's new key person will be. Relationships between children and staff are extremely good throughout the nursery.

Older children are very confident and they are learning to express their feelings and emotions. Children in the pre-school room practise talking about why their mummy is special. This is in preparation for a planned afternoon tea event that their mummies have been invited to attend. Children behave well and play cooperatively. They are praised for their efforts and achievements, which helps to boost their self-confidence and self-esteem.

Children's good health is addressed well. They are physically active every day and they eat healthy and nutritious food that is cooked fresh each day. Children's allergies and preferences are fully addressed. Discussions are held between the cook and a child's key person when food is prepared to ensure that dietary needs are always met.

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

- Staff observe, assess and challenge children effectively. They ensure that children make good progress across the seven areas of learning. Staff are fully aware of what children know and can do. They use this knowledge and children's interests to ensure that they consistently provide activities that inspire children to learn. Children develop good skills that help them to be ready for the move on to the next stage in their education.
- Children who have special educational needs and/or disabilities receive very good support. Staff work effectively with parents and the nursery's experienced special educational needs coordinator. This helps to ensure early intervention for children who may need additional support so that they make as much progress as they can in their learning.
- The quality of teaching is good. Staff assist children in leading their own learning. They identify the importance of helping children to work together and say that this is part of their intent for children's learning. However, there are occasions when staff do not fully utilise these opportunities during some adult-

led activities.

- Older children speak clearly and confidently with staff and with their friends. They initiate conversations with visitors to the nursery, such as the Ofsted inspector. Staff model clear pronunciation for younger children and teaching strategies are effective in helping them to progress from putting words together to forming short sentences. Staff interpret babies' needs well as they communicate through gestures and the sounds of their voices.
- Babies and very young children explore a variety of different textures in their play environments. They notice the marks that they make with their fingers and with tools in resources, such as paint and glitter. Two-year-old children help to mix ingredients to make play dough.
- Children gain good physical skills while climbing, sliding and riding on toys in the outdoor play area. All children play with toys and resources that help them to develop good handling skills. However, linking the development of young children's large muscle movements with the development of their handling skills is not consistently addressed by staff.
- Young children begin to engage in imaginative role play. They keenly join in when staff suggest they pretend to be different animals. The children join in with the actions to songs and staff sing at a pace that supports these young children in being able to join in with some of the words. Actions to a favourite song involve pretending to be sleeping bunnies and the children lie down, close their eyes, and some enjoy making snoring sounds.
- Parents initially provide information about what their child knows and can do. Staff and parents then continue to share information regularly. Parents provide very positive views about the nursery provision. They are very happy with their children's progress and comment on very good communication with staff. Parents say that their children are very happy and that they are always welcomed by staff that they know. They comment on staff's professionalism. Staff comment on how the provider and manager give a high priority to their welfare as well as the children's.

Safeguarding

The arrangements for safeguarding are effective.

The provider and manager are the designated leads for safeguarding in the setting and they cascade the knowledge they gain on their training with the staff team. Staff supplement their knowledge with completion of online courses. They know the signs of abuse and neglect, and the referral procedures to follow if they have a concern. Staff are aware of their responsibilities to prevent children being drawn into situations that may put them at risk. Procedures for recruitment, selection and induction of staff meet requirements. The premises are safe and secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors.

What does the setting need to do to improve?

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

- extend staff's practice for linking the development of young children's large muscle movements with the development of their handling skills
- utilise opportunities more consistently to extend children's understanding of working together and supporting one another.

Setting details

Unique reference number	EY362027
Local authority	Worcestershire
Inspection number	10222407
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	160
Number of children on roll	121
Name of registered person	The Wendy House Limited
Registered person unique reference number	RP907032
Telephone number	01212705020
Date of previous inspection	15 January 2019

Information about this early years setting

The Wendy House Day Nursery registered in 2007. The nursery employs 27 members of childcare staff. Of these, 21 hold early years qualifications ranging from level 3 to level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two- three- and four-year-old children.

Information about this inspection

Inspectors

Jan Burnet
Hayley Lapworth

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The provider, the manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspectors during the inspection.
- Staff spoke to the inspectors during the inspection.
- The special educational needs coordinator spoke to the inspectors about how they support children with special educational needs and/or disabilities.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of activities with the provider and with the manager.
- Parents, grandparents and carers shared their views of the setting with the inspectors.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022