

# Inspection of Wendy House Birkenhead Limited

The Wendy House Day Nursery, 69 Gautby Road, Birkenhead, Cheshire CH41 7DS

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Inspection date: 8 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff are friendly and reassuring. They provide children with sensitive, individual support. This helps new children, and those returning from the long summer break, to feel secure. Children of all ages gather eagerly for story time. This is because they know that staff will make the event worthwhile and exciting. Children listen carefully to stories. They share ideas and answer questions. This promotes children's language development. Children remember the events in familiar tales and talk about what will happen next. They begin to understand how stories are structured. Children delight in joining in loudly with repeated words and phrases. This promotes their confidence well.

Parents and carers praise the approachable staff. They say that managers help them to complete administrative processes, such as enrolling their children at school. Parents say that the nursery team were supportive during the COVID-19 pandemic. This helped parents to overcome anxiety about bringing their children to nursery when it reopened. As a result, children settled quickly when they returned. Staff make sure that daily routines are appropriate for children's stage of development. This helps them to promote children's positive participation. Children behave well. They make good progress from their starting points.

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

- The manager ably demonstrates how his clear underlying principles for the curriculum meet the needs of the children. For example, he intends new children to learn how to care for nursery equipment. At the start of the autumn term, staff limit what toys are available. They teach children how to use them and put them away. This lays the foundation for thoughtful, purposeful play. Children find out what is expected of them and this promotes their independence.
- Managers are ambitious for their own and staff's achievement. This sets a positive example for children. Managers observe staff teaching and give feedback that is generally helpful. However, managers do not analyse the detail of the teaching they observe closely enough. It is sometimes not clear what staff need to do to improve. This does not help them to achieve the highest quality of teaching that promotes children's swiftest progress.
- The experienced, well-qualified team help children to build on what they know and can do. Children show an interest in little foam numbers. Staff tell younger children the number names. Children laugh when staff peep at them through the number-shaped holes in the foam. Staff help older children to remember the number names. They teach them that numerals tell us how many. Children's learning is therefore sequenced effectively.
- Staff join in with children's pretend play. They help children to look after the baby dolls that live in the home corner. Children demonstrate what they already

know about caring for babies. Staff listen and extend children's knowledge. Children learn and use new vocabulary as they play.

- Children who speak English as an additional language are supported well. For example, staff tell children the English words for the fruit in their snack boxes. They playfully repeat the word every time children eat another piece of the fruit. The repetition helps children to work towards speaking English confidently.
- Staff know which challenges children are ready to meet. At the end of snack time, children who have finished eating are impatient to leave the table. Staff skilfully support them to wait just a little bit longer, until snack time ends. This teaches children to follow routines and they begin to develop self-control. This helps children to benefit from education now and in the future.
- Children's physical development is promoted effectively. Younger children use all their strength to lift footballs up high and then throw them. They begin to gain the balance they need to kick the balls towards the encouraging staff.
- Children develop habits that promote their personal development. For example, children know that they must switch off tablet computers when a programme or activity is completed. This helps children to learn about limiting their screen time.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff demonstrate good knowledge of child protection matters. They complete training that helps to refresh and extend what they know about keeping children safe. They know what to do if they have concerns about children's welfare. Managers and staff work in partnership with parents to carry out multi-agency support plans. This helps everyone to work together to promote children's safety and well-being. Staff work as a team. For example, they tell each other their whereabouts. This means that children are supervised safely when they move freely between the indoor and outdoor areas. Children learn to wash their hands. This helps to prevent the spread of infection.

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

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

- focus more closely on the detail of staff's teaching, so that support for improving staff's practice is even more effective and children make the swiftest possible progress in their learning.

## Setting details

<b>Unique reference number</b>	2552790
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10215773
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Wendy House Birkenhead Limited
<b>Registered person unique reference number</b>	2552789
<b>Telephone number</b>	07765400900
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Wendy House Birkenhead Limited registered in 2019. It operates in self-contained premises within Gautby Road Community Centre. The nursery employs four members of childcare staff. All staff hold qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan King

## 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 provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk of the nursery. They conducted a joint observation of practice.
- The inspector held meetings as appropriate with the manager. She spoke with staff and children during the inspection.
- Five parents and carers spoke with the inspector. The inspector took account of their views.
- Examples of relevant documentation were sampled and reviewed by the inspector. She checked 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.

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