

Inspection of The Wendy House Day Nursery

Chapel Lane, Wythall, BIRMINGHAM B47 6JX

Inspection date: 6 July 2023

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The setting is currently going through some staffing changes, but information on these changes has not been consistently shared with parents. The provider's attitude to supporting children with special educational needs and/or disabilities (SEND) is poor. The provider does not demonstrate a positive attitude towards children with SEND and therefore is not currently providing inclusive practice. Staff do not receive appropriate training to help them to support children with SEND and ensure they are provided with good-quality education.

Staff deployment is weak. At times, staff spend time carrying out routine duties, and they are not vigilant to the needs of all children in their care. This means that incidents involving children go unnoticed by staff, which puts children at risk of harm. Staff do not consistently implement behaviour strategies to help children to learn what is expected of them. Older children build nice friendships. However, on occasions when children disagree, staff do not help them to resolve their conflicts and understand the consequences of their actions for themselves and others. This does not support children's personal, social and emotional development.

The curriculum is not implemented consistently across the whole provision. Staff do not always have high enough expectations for what they want children to learn. This means that some children do not make the progress they are capable of. However, children benefit from a stimulating environment. They have opportunities to play outdoors and visit the woodland area. Older children enjoy planting seeds and talk about the growing process. Younger children benefit from a range of experiences to develop their physical skills. Staff spend some time supporting children's communication and language development. Children respond to questions and chat away happily with their friends. Two-year-olds enjoy rhythm-and-rhyme time, and they follow instructions and excitedly join in with familiar songs. Babies' care needs are met, and babies build emotional attachments with their key persons.

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

- The leadership team does not act with enough integrity to ensure that children with SEND or children who display challenging behaviour have full access to their early education. The provider has sought advice and guidance from an external behaviour consultant, who provides support for staff when staffing arrangements allow for this. Staff have implemented targeted plans for children who need them. However, some children with SEND or children who display challenging behaviour are not supported well enough. The provider has a negative attitude towards these children. These children are discriminated against as their hours are reduced because the provider does not ensure that

staff have the skills to support them. Consequently, some children do not have the opportunity to access their full entitlement to help close gaps in their learning and make progress in preparation for school.

- Leaders and managers do not provide suitable supervision, coaching and support to help the staff develop their knowledge and skills. Staff do not consistently plan a curriculum that is ambitious for all children. Leaders, and some staff, do not have high enough expectations for children and their learning. The intent for children's learning is not implemented effectively by all staff. Children's learning is not sequenced and does not provide enough challenge to build on what they already know and can do. This means that children are not well prepared for the next stage in their learning.
- Staff are kind and caring, and they know the children well. Some staff provide positive interactions to support children's learning. Babies enjoy exploring the natural objects around them, such as loofahs and sponges. The environment for the younger children is nurturing and enabling. For example, children can pull themselves up on the low-level furniture and cruise around with confidence. Older children are independent and are confident to make choices for themselves. Staff introduce early phonics and encourage children to use mathematical language as they play, helping them to build some skills in readiness for school.
- Some children's language and communication skills are supported. Children develop a love for books, and they enjoy singing and story sessions. Most-able children are developing their vocabulary and articulate themselves well. However, this is not consistent for all children. When children have dummies, staff do not consider the impact on their language development. They do not encourage children to take their dummies out to exercise their early communication skills. In addition, staff do not consider any alternative strategies to communicate with children who are non-verbal. At times, this means that children become frustrated, which has an impact on their behaviour.
- Most parents are happy with the service they receive. Communication about their children's progress is shared generally through an online app. Parents comment that staff are 'lovely' and the environment is 'wonderful'. However, some information has not been shared with parents about changes to staffing arrangements, which causes confusion. In addition, parents state that some of the information they receive regarding their children's next steps does not reflect what they believe their children can already do.
- The procedure for dealing with parental complaints is not effective. Complaints are not dealt with consistently, and at times, when concerns are raised, they are dismissed. Furthermore, some parents do not receive an outcome to formal complaints they have raised. A clear log of all complaints and their outcomes is not available.
- Although risk assessments are in place, not all staff follow these consistently. This means that sometimes staff are not vigilant and do not see incidents occurring. Children with SEND walk around with stones in their mouths. Toileting accidents go unnoticed. Children bump into each other and fall over. Staff fail to consistently supervise some children in their care. They are not deployed in a way that meets the needs of all children. This has an impact on the children's

safety.

Safeguarding

The arrangements for safeguarding are not effective.

Children are not safeguarded effectively due to weaknesses in staff deployment. Staff do not deploy themselves well enough, and children suffer injuries that are not being seen by staff. In addition, staff do not implement risk assessments that have been put into place to safeguard children from harm. Staff have a good understanding of the signs and symptoms that may indicate a child is suffering or is at risk of harm or abuse. They know the procedures to follow if they have concerns about children in their care. All staff undergo regular safeguarding training to keep their knowledge up to date.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure leaders, managers and staff understand and follow anti-discriminatory legislation so they do not discriminate against any children in their care	31/07/2023
ensure staff are deployed effectively to keep children safe and support their individual needs	31/07/2023
ensure the complaints procedure is followed consistently and that a record of all complaints received and the outcome of them is accurately recorded and maintained	31/07/2023
ensure changes in staffing arrangements are communicated effectively to parents so that they know who to speak to in the event of a concern and they receive accurate information regarding children's development to support learning at home	31/07/2023

ensure all staff are provided with effective supervision, coaching and training to promote the interests of children with special educational needs and/or disabilities and improve the quality of experiences that all children receive	31/07/2023
ensure that risk assessments are implemented consistently and managed appropriately to minimise risks to children and keep them safe.	31/07/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure children receive consistent messages about how to behave, and help them to make good friendships, resolve conflicts and cooperate in readiness for school	01/09/2023
implement an ambitious curriculum to provide all children with challenging experiences that continually build on what they know and can do	01/09/2023
ensure every child is supported to develop their communication and language skills, including giving children every opportunity to practise these and providing more-targeted support for those who are non-verbal.	01/09/2023

Setting details

Unique reference number	EY362027
Local authority	Worcestershire
Inspection number	10302281
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	145
Name of registered person	The Wendy House Limited
Registered person unique reference number	RP907032
Telephone number	01212705020
Date of previous inspection	8 March 2022

Information about this early years setting

The Wendy House Day Nursery registered in 2007 and is located in Wythall. 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

Emma McCabe

Johanna Holt

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to staff at appropriate times during the inspection.
- The inspectors carried out a joint observation of a group activity with the provider.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the nursery with the inspectors.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.
- Children spoke to the inspectors during the inspection.

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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