

# Inspection of The Wendy House Day Nursery

Chapel Lane, Wythall, BIRMINGHAM B47 6JX

---

Inspection date: 11 December 2023

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Inadequate

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

### **The provision is good**

Children enjoy their time at this nursery. Staff manage transitions well. When children move rooms, they visit with their key person and have gradual sessions to help them to become accustomed to the new environment and staff. Children settle quickly and demonstrate that they feel safe, secure and happy. Staff provide children with a wide range of activities and resources that consistently motivate them to play and learn. Staff working with babies and the youngest children provide a loving and nurturing environment. Staff are good role models. They encourage children to use good manners and show respect. Staff are attentive to children. They give gentle reminders about behavioural expectations. Staff encourage children to listen and follow simple instructions. As a result, children learn to behave well.

Staff place a high priority on promoting strong physical skills. They encourage the youngest children to gain confidence in their balance and walking. Children thoroughly enjoy their time in the outdoor areas. Staff join them to play hide and seek. Children delight as they count, run and hide from the 'bear'. Staff encourage children to develop their imaginations as they play in the mud kitchen. Children use bowls and utensils to fill, empty and stir as they make 'cakes' and 'buns'.

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

- Leaders have supported staff to strengthen their practice since the last inspection. Staff benefit from regular supervision and training to continually develop their knowledge and understanding. Staff follow a sequenced educational programme in each age group. They know children well and plan activities and experiences based on what children need to learn next. As a result, children make good progress in their learning.
- Staff work in close partnership with parents and professionals to support children with special educational needs and/or disabilities (SEND). The member of staff who coordinates the provision for children with SEND is experienced and well qualified to undertake her role. Staff implement plans closely linked to identified targets and provide one-to-one support when necessary. As a result, children make good progress from their individual starting points.
- Parents speak very highly about the staff and the support they receive. They comment positively about the progress their children make and attribute this to the nursery provision. Staff share information in a variety of ways. For example, parents are invited to stay-and-play sessions and learning workshops, and staff provide activity packs to take away. This supports parents to build on children's learning at home.
- Leaders are in tune with the needs of the children, families, and community they serve. For example, they organise charity events to raise funds for local causes.

Staff take children on regular trips in the area. They support children to learn about road safety as they walk to the local farm shop for lunch. This also helps children to develop social skills and gain an understanding of the wider community.

- Staff support children to develop their small-muscle skills in preparation for the writing skills they will need later. Children use their fingers, hands, and tools to manipulate dough. They use various materials, scissors and glue sticks to create their own models and Christmas cards.
- Staff understand the importance of promoting language and communication. Children of all ages enjoy participating in song and rhyme sessions with staff. They respond enthusiastically by singing along, copying actions and shaking musical instruments. Staff share books and stories with children. They ask questions and encourage children to talk about what they see. Children, including those who speak English as an additional language, develop good speaking skills.
- Staff support children to learn about democracy and respecting the opinion of others. They encourage children to take turns and share resources. Children play together cooperatively and are beginning to form friendships. However, there are times when staff do not fully promote children's independence. Children do not get consistent support to carry out tasks independently, such as using cutlery or putting their own footwear on.

## **Safeguarding**

The arrangements for safeguarding are effective.

Recruitment and induction procedures are effective and ensure that all staff are deemed suitable for their role. Staff are thoroughly trained in the nursery's safeguarding and child protection policies. They are clear about the procedures to follow for reporting any concerns about a child's welfare or for allegations against staff. The manager deploys staff effectively to help supervise children, indoors and outdoors. Managers implement an effective policy for the safe use of mobile phones. Although staff carry out regular risk assessments, there are occasions when they do not immediately identify all potential risks. However, this has minimal impact on children's safety, as the manager ensures that these minor issues are rectified within a short timescale. This helps to ensure that all areas 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:**

- develop staff's understanding of risk assessment even further to help identify possible issues more swiftly
- increase opportunities for children to develop their independence.

## Setting details

<b>Unique reference number</b>	EY362027
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10309149
<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>	160
<b>Number of children on roll</b>	128
<b>Name of registered person</b>	The Wendy House Limited
<b>Registered person unique reference number</b>	RP907032
<b>Telephone number</b>	01212705020
<b>Date of previous inspection</b>	6 July 2023

## Information about this early years setting

The Wendy House Day Nursery registered in 2007 and is located in Wythall. The nursery employs 24 members of childcare staff. Of these, 19 hold early years qualifications ranging from level 2 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

Katie Rudge  
Trisha Turney

## 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.
- One of the inspectors, the manager and the deputy manager, completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspectors observed the quality of education during activities and assessed the impact this has on children's learning.
- One of the inspectors completed a joint observation with the manager where they evaluated the quality of teaching and practice together.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023