

Inspection of Wendy House Nursery

University Hospitals Sussex NHS Foundation Trust, The Princess Royal Hospital,
Lewes Road, Haywards Heath RH16 4EX

Inspection date: 17 January 2024

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

What is it like to attend this early years setting?

The provision is good

Leaders and staff provide a genuine and warm welcome to children on arrival at the nursery. Children demonstrate confidence and a strong sense of belonging. They bid their parents goodbye and independently find their own pegs to hang up coats and bags. Staff support children to settle quickly into a broad range of activities set up for them to develop and practise new skills. For example, children in pre-school show good attitudes to learning as they concentrate, using a variety of tools to manipulate play dough to their desired effect.

Leaders and staff are keen to provide rich opportunities for children to learn about people, communities and the wider world. For instance, staff make the most of being based on a hospital site. They take children to visit the ambulances as an extension activity to talk about people that help us. Furthermore, staff talk to children about what they notice on bus trips when they visit their other sister nursery. This provides opportunities for children to learn about life beyond the nursery. Staff speak to parents and take time to find out about family cultural heritage. This is used to inform age-appropriate activities to help children learn about what makes them unique.

Staff recognise the importance of forming strong attachments with children. Babies snuggle in for cuddles as staff share sensory books and look at family photos together. This contributes towards helping babies and very young children to settle well in the nursery.

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

- Leaders place strong emphasis on self-evaluation. They seek the views of parents and staff to reflect on the quality of the provision. Leaders use this information to identify what they do well and implement an action plan where they can improve. Leaders demonstrate a real commitment to strive towards driving continual improvement so that children receive good-quality care and education consistently.
- Staff recognise and value the importance of getting to know the children well. This gives them the vital information they need to identify what they need to teach children based on what they already know and can do. Occasionally, staff are not clear on how to implement what it is they want children to learn, and there are some minor inconsistencies in teaching practice. Nevertheless, children demonstrate that they are making steady progress in their learning and development.
- Children enjoy having opportunities to play in the outdoor areas of the nursery. There is additional work required to ensure there are learning opportunities in the outdoor provision that cover all areas of learning. Leaders recognise this, but

it is yet to be fully embedded. Despite this, staff seek ways to support children to practise their gross motor skills as they navigate and balance across rubber tyres. Furthermore, children demonstrate positive social skills as they collaborate together to play 'What's the time, Mr Wolf?'

- Leaders and staff work closely with children to identify their learning needs. When staff recognise children have delays in learning, they liaise with the special educational needs coordinator (SENCo). The SENCo is part of the leadership team and works with the manager to ensure referrals to external professionals are made in a timely manner. In the interim period, the SENCo and staff provide support plans to help children catch up. Plans tend to be generalised in places and would benefit from being more specific to help key persons know how to precisely implement the strategies required. Despite this, staff offer good levels of interaction and engagement through play experiences. This is to make sure that children who have delays in learning are given the support they need to help close the gap in attainment.
- Staff support children to develop their communication and language skills through regular story and song times. Children listen well to much-loved books at group times. Staff take momentary pauses while reading to allow children to contribute, by joining in with familiar words they know, to keep them engaged. This contributes to extending the children's range of vocabulary.
- Partnerships with parents are effective. Parents comment enthusiastically about how leaders and staff know their children well and provide continuity of care. They explain how staff take time to find out about their families and share information about the progress their children are making. Staff use information from parents to tailor the care they provide to meet the individual needs of their children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff's teaching skills so curriculum planning is sequenced and implemented so children build on their knowledge step by step to help them learn well
- continue to extend plans for the outdoor provision so children receive exposure to experiences that develop their skills across all seven areas of learning
- review support plans for children with delays in their learning so they clearly show the precise strategies required to help children catch up.

Setting details

Unique reference number	2653209
Local authority	West Sussex
Inspection number	10305544
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 5
Total number of places	51
Number of children on roll	64
Name of registered person	University Hospitals Sussex NHS Foundation Trust
Registered person unique reference number	2653208
Telephone number	01444441881
Date of previous inspection	Not applicable

Information about this early years setting

The nursery re-registered in August 2021 and opens all year round, Monday to Friday, from 7am to 6pm. The nursery is located in the Princess Royal Hospital, based in Haywards Heath, West Sussex. Funding is accepted for the provision of free early years education for children aged two, three and four years. The staff team consists of 18 staff members who hold relevant childcare qualifications, ranging from level 2 to level 6.

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector went on a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact this has on children's learning.
- The inspector spoke with staff and children at suitable times during the inspection.
- A joint observation was completed and discussed with the manager.
- The inspector tracked children to establish what it is like for a child at the nursery.
- The inspector held a discussion with the nominated individual and managers in relation to the leadership and management of the nursery.
- The inspector looked at relevant documentation, such as evidence of suitability and vetting checks and first-aid certificates and reviewed support plans for children with special educational needs and/or disabilities.

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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