

Inspection of The Wendy House

River Valley Centre, 6 White Horse Drive, Emerson Valley, MILTON KEYNES MK4
2AS

Inspection date: 16 January 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 Good

What is it like to attend this early years setting?

The provision is good

Children are eager and motivated to learn. They form close bonds with the friendly and nurturing staff, who are dedicated to supporting their individual needs. Children demonstrate that they feel settled and secure. They understand staff's clear expectations for behaviour and are polite and considerate of one another. When any children feel upset or unsure, staff comfort them with kindness and sensitivity. They respectfully support children to understand and manage their feelings and emotions. As a result, children quickly settle and happily engage in their chosen activities.

Children benefit from a well-structured curriculum that leaders have designed to ensure they are well prepared for their next stage in learning. Staff place a strong focus on encouraging children to develop their independence, social skills and ability to speak with confidence and fluency. Children enjoy taking part in interesting learning experiences with their friends. For example, they relish the challenge to work together to measure their feet. They listen carefully to staff's clear instructions and make predictions as to how big or small their feet might be. Children piece together cubes and figure out how many cubes match the length of their foot. They count accurately and gain a firm understanding of mathematical concepts. Children concentrate deeply as they investigate and develop their critical thinking skills. They gain the important skills they need to make good progress in their learning.

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

- Staff read to children frequently and recognise the positive impact this has on children's communication and language development. For example, they answer children's questions and talk to them about the plot and characters in a familiar story. Staff explain the meaning of new vocabulary, such as 'scuttled' and 'dandelion'. Children listen with interest and are keen to make links between the events in a story and their own experiences.
- Staff place a strong focus on children developing high levels of independence, especially in their own self-care routines. For example, children learn techniques to make it easier to put on their own coats. They clear their plates and cups after eating their snacks. Children take pride in being helpful and develop a positive sense of achievement in their ability to do things for themselves.
- Children spend plenty of time outdoors, benefiting from the fresh air. They are physically active and develop their core strength and agility as they manoeuvre different bicycles, tricycles and scooters around the playground. Children learn the importance that exercise has on leading a healthy lifestyle.
- Staff provide experiences for children to gain new skills and broaden their knowledge. Overall, staff interactions with children are effective in extending

their learning. However, at times, some staff do not always talk to children in greater depth to expand their knowledge even further.

- Children consistently behave well. For instance, children invite their friends to join them to play with diggers in the sand. When they notice that their friend does not have a vehicle, they kindly get one for them. Children are inclusive and welcoming of one another as they form close bonds and friendships.
- Staff organise a balance of structured activities and opportunities for children to explore and play freely. They carry out well-planned and engaging activities with children in small groups. However, the organisation of larger group times, such as when children gather together before lunch, is not always successful in ensuring children maintain their concentration and attention. Therefore, not all children participate and benefit equally at these times.
- The manager uses additional funding well. She carefully considers how this would benefit individual children. For example, she purchases resources such as scissors, glue sticks and pencils to send home for parents to use to continue supporting children's fine motor skills. She is dedicated to helping parents value the key role they play in enhancing their children's learning.
- The manager makes sure the well-being of her staff teams is prioritised. Staff report that they feel happy and valued in their roles. The manager encourages staff to be reflective and consistently strive for improvement. For example, during team meetings, she encourages staff to share what they feel the strengths of their colleagues are, to boost morale. Staff share ideas from any training courses they have attended and work as a close team to implement positive changes to the provision for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are well trained to understand what to do if they were concerned about a child. Staff have good knowledge of the signs and symptoms that a child may be at risk of abuse. They understand the setting's whistle-blowing policy and know how to report any concerns they might have about an adult working with children. Leaders ensure the premises are safe and secure for children to attend. Staff risk assess the outdoor area for hazards before taking children outside. They support children to understand how to stay safe in the cold weather by wrapping up in warm clothing.

What does the setting need to do to improve?

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

- increase support for staff to develop their interactions with children to make sure they consistently expand and deepen children's knowledge around the areas they teach

- review the organisation of large-group activities to ensure these times fully encourage children to focus and concentrate.

Setting details

Unique reference number	141769
Local authority	Milton Keynes
Inspection number	10264842
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	2 to 4
Total number of places	34
Number of children on roll	62
Name of registered person	Emerson Valley Playgroup Committee
Registered person unique reference number	RP517352
Telephone number	01908 506982
Date of previous inspection	28 June 2017

Information about this early years setting

The Wendy House registered in 2001 and is situated in Emerson Valley, Milton Keynes, Buckinghamshire. It operates from 9am to 3.30pm, Monday to Friday, during term time only. The provider receives funding to provide free early years education to children aged two, three and four years. There are 13 members of staff who work directly with the children. Of these, one holds early years teacher status, one is qualified at level 4, and seven staff hold relevant qualifications at level 3.

Information about this inspection

Inspector

Alice M Roberts

Inspection activities

- This was the first routine inspection the nursery 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 inspector completed a learning walk together and discussed the early years curriculum.
- Parents spoke to the inspector and their views were considered.
- Staff and children spoke to the inspector during the inspection.
- The inspector and manager carried out a joint observation of a group activity.
- The inspector viewed children's activities, both indoors and outdoors, and assessed the impact on their learning.

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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