

Summarised inspection findings

The Wendy House

Perth and Kinross Council

10 July 2018

Key contextual information

The Wendy House is situated in Perth and registered to care for 56 children age 0 to those not yet attending primary school. The nursery has four playrooms over two floors and an outdoor area. The Wendy House provides funded early learning and childcare places for eligible children in partnership with Perth and Kinross Council.

1.3 Leadership of change

very good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The setting's vision, values and aims were reviewed in 2017. This work was done as part of ongoing improvement at a time of expansion within the setting. It provided an opportunity for the team to consider the approaches to early learning that support their high aspirations for children and the setting. Parents and children were also consulted during this process and their views used to create the refreshed vision, values and aims. All practitioners show a personal and collective commitment to this vision and their professional values.
- Practitioners work very well together throughout the sessions and have developed a shared commitment to effective team working. Regular opportunities for professional dialogue and training have high levels of participation by all practitioners who strive to continuously improve their practice and further their knowledge. Continuous professional learning is planned with consideration to meet the needs of children and shows positive impact on their learning, support and experiences in the setting.
- The manager provides valuable and considered leadership to the team of practitioners. This creates a culture of high expectations where positive outcomes for children and families are central to the work of the setting. The manager spends regular time in the playrooms monitoring practice which helps the team to consider how they can best support children's learning. As planned, practitioners should now explore ways to develop processes of peer observation to enhance this reflective practice and support improvement.
- Practitioners value each other's strengths as individuals and the contributions they make to the team. The creation of senior practitioner positions has allowed for increased leadership opportunities. This has helped to build capacity and develop skills within the team. As a result, practitioners feel well supported to take forward initiatives and influence decisions about the direction of improvement. As distributed leadership arrangements develop, it will be useful to align these to the needs of the improvement plan and the curriculum.
- Self-evaluation is important to the work of the setting and leads to well-informed change. Practitioners use a range of national practice materials to support their self-evaluation and help plan interventions that meet the needs of children and families. Careful consideration is given to local authority advice to support this process. The pace of change is managed well and

shared with children, families and partners. As planned, the team should continue to apply increasing focus and rigour to this process as they continue with their journey of improvement.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Babies benefit from the warm, kind and caring interactions. They experience a wide range of developmentally appropriate sensory play activities. Practitioners know the babies as individuals and are responsive to their individual needs. They regularly spend time out in the local community, allowing them to interact with the world around them and providing new experiences.
- Children age 2-3 years enjoy caring interactions with practitioners which support their learning and development. Practitioners have a good understanding of child development including schematic play which supports responsive planning and develops children's curiosity. Children experience a range of rich and motivating play experiences both indoors and outside.
- Children age 3-5 years are confident, enthusiastic and enjoy their time in the setting. Relationships are nurturing and positive throughout and as a result children feel valued, safe and secure. Individuals receive a warm welcome each day which helps promote a strong and supportive ethos for both children and families. Children are encouraged and supported to have a voice within the nursery. They are enthusiastic and motivated learners and enjoy exploring the range of resources, particularly those that promote their curiosity and problem-solving skills.
- Regular professional dialogue supports a shared understanding of child development and early level pedagogy. Interactions are of a good quality and practitioners use questioning techniques well to help children extend their thinking. The setting has recently begun to review their approach to curiosity. This will be a useful vehicle to explore further the environment and layout of the core provision to ensure it fully demonstrates the pedagogy agreed within the setting. The introduction of loose parts play and more open ended natural resources has been positive in developing children's imagination and creativity. It is important that children continue to have increased opportunity to develop independence through selecting and making use of high-quality resources including digital technologies.
- Planning for children's learning is consultative and takes account of children's ideas. Practitioners observe and listen attentively to children. They are responsive to their interests and facilitate with appropriate interactions and additional resources to plan contexts for learning. Consultation with children happens through the use of 'mind maps' which take into account what they already know and aspects of what they want to learn next. In order to fully support children to play a key role in leading their own learning practitioners should now create further opportunities for children to discuss and reflect on their learning.
- Key workers know children well as individuals and learners. They make good use of high-quality observations to assess children's progress and support planning for learning.

Children's individual folders capture their learning and track their progress against developmental milestones and the curriculum. Practitioners identify focused next steps for individual children which are used to inform future planning.

2.2 Curriculum: Learning and development pathways

- Planning for children's learning takes account of national guidance across the setting. For children age 3-5 years, practitioners make use of Curriculum for Excellence experiences and outcomes. For children aged 0-3 years, planning is based on Pre-Birth to Three. Planning the curriculum is responsive, with children's interests taken into account and used as the key feature around which to plan learning. Practitioners also make good use of 'Building the Ambition' to support their self-evaluation and to plan for children's experiences across the setting.
- The setting makes regular use of the local area and resources to support and extend children's learning. They make frequent visits to the local library, toy library and care home. Practitioners should continue to develop the positive learning experiences that exist within the local community. They should ensure that these opportunities develop as they help children to develop an awareness of the world in which they live and grow. As planned, the setting should continue with their work to review learning environment to encourage further children's independence and curiosity.
- All children experience learning outside on a daily basis, allowing them access to daily fresh air and exercise. The outdoor space provides opportunities to learn a range of skills, for example, using the physical equipment, preparing 'food' in the mud kitchen and role playing within the sensory shed. Opportunities for children to risk assess their environment could be refreshed, allowing children more responsibility within the setting.
- The setting has established effective links with a range of local schools to support children's transition arrangements. Children who attend on split placement arrangements are also well supported through effective communication between the settings and appropriate sharing of information.

2.7 Partnerships: Impact on children and families – parental engagement

- Parental partnerships are central to the work of the setting and the shared values of the team. Families are encouraged to contribute in a variety of ways including participation in the 'Friends of the Wendy House' group. Through this group, families can help make important decisions about the setting and influence the direction of improvement. The skills and professional experience of parents is also used positively by the setting to enhance children's learning and family learning opportunities. Parents can talk informally with practitioners about their child's experiences each day and also attend more formal opportunities to discuss learning and progress.
- Contexts for learning are successfully communicated between nursery and home and are based on children's interests. A range of learning links such as a lending library and ideas for learning at home help parents to continue this process with their child. New initiatives and curriculum developments are shared with families to help them understand how children's learning is facilitated in the setting and the important role they play as parents. High-quality, valuable feedback is gathered from and provided to parents at various points in the improvement process. This successfully communicates the difference their involvement makes to the life of the setting and establishes a collaborative approach to improvement. As planned, the manager and practitioners should continue to explore how they can continue to strengthen the learning link between the setting and home.

2.1 Safeguarding

- The setting submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion **very good**

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The setting has a warm, caring and welcoming ethos. Practitioners know children and families very well and understand the importance of building strong relationships to support positive outcomes. Relationships between practitioners and children are based on nurture and respect. This creates a positive and relaxed environment for learning and effectively promotes children's wellbeing. There is a strong sense of community and shared values for all children.
- Practitioners actively promote the wellbeing of all children and tailor their approaches to meet the individual needs of each child. They model respectful, positive interactions which encourages wellbeing in others. The team has a shared understanding of the wellbeing indicators of 'Getting it Right for Every Child' and successfully apply these in their practice. This is helping children to feel safe, healthy, active, nurtured, respected, responsible and included. Children are also developing their understanding of how these indicators relate to their wellbeing as individuals in a developmentally appropriate way. As planned, the team should continue with this work to help children understand and express their experiences.
- Positive relationships are promoted very well within the setting through the building of relationships. Children are recognised as individuals with their own needs, rights and dispositions. They are supported to form friendships with each other and to consider the needs of their peers. As a result, most children are kind to each other, cooperate well as they play and can express their thoughts. When required, practitioners intervene using restorative approaches which help children to repair relationships and think about their actions. Praise is used very effectively to recognise children's positive behaviour and promote their self-esteem.
- Children are very well supported to express their ideas and develop their own interests through play. They are consulted about matters affecting them such as developments to the learning environment. Children are becoming confident individuals with a developing sense of responsibility. We have asked practitioners to continue to build children's independence throughout their learning and consider opportunities for them to experience challenge through adventurous play.
- Practitioners are reflective about their practice and keen to continue to improve outcomes for all children. They keep informed about important developments in early learning and childcare in order that they fulfil their statutory duties. Care is planned for in close consultation with families in a way that prioritises wellbeing. Children who require additional support with their learning are very well supported and benefit from the strong links established with other professional agencies. Practitioners ensure strategies and interventions are carefully planned and evaluated to ensure positive outcomes. There is a strong sense of inclusion where children are valued as unique individuals and supported to fulfil their potential. Practitioners successfully promote equity and have effective strategies in place, which are improving progress for all children. They are mindful of the responsibility to challenge discrimination and

have explored their role in promoting gender balance within children’s play. This very good practice has led to increased awareness of these issues and positive dialogue with parents about their importance.

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Babies benefit from caring and responsive interactions which support them to develop socially, emotionally and physically. They are gaining confidence in the environment through a range of planned play experiences which develop their curiosity and independence. Babies' physical skills are developing well through the use of play equipment and sensory materials. Regular and skilled use of song is used to support babies' early language and sense of wellbeing.
- Children age 2-3 years enjoy exploring the learning environment and making choices in their play. They are increasingly curious and this is supported by practitioners allowing them time follow their own interests. Children are encouraged to develop their vocabulary as they communicate effectively with each other and practitioners. Regular use of song, including a 'song of the week', is supporting children's early communication, language and mathematical skills. They are developing their physical skills well as they run, climb and explore in the garden area.
- Overall, children age 3-5 years are making good progress across the curriculum. They are enthusiastic learners and show a high level of interest in the world around them through child-initiated contexts including dinosaurs and insects. They ask questions and find out information which helps them understand more about their interest. Practitioners have a good understanding of children's progress over time which is informed by their tracking and monitoring processes.
- Most children are making good progress in early language and communication. They converse confidently with adults and each other and demonstrate a wide use of vocabulary. Children enjoy accessing books both independently and with adults. They regularly borrow books from the setting's lending library which encourages a love for reading. Most children listen well to stories and enjoy using puppets. They recall familiar stories and are interested in sounds and patterns of language. Most children show an interest in early writing as they create pictures and take part in role-play activities. Children would benefit from additional real-life contexts in which to apply these developing skills.
- Most children are making good progress in numeracy and mathematics. They count confidently in routines and when exploring natural resources. Children demonstrate good number recognition skills throughout their play. They use one-to-one correspondence while playing simple games and experiment with measure as they compare each other's heights. Children are developing their use of mathematical language as they play in the mud kitchen

and make play dough. Practitioners should continue to identify motivating real-life opportunities for children to apply these skills across their learning.

- Most children are making good progress in health and wellbeing across the curriculum. They show respect, an understanding of their own emotions and how their actions can affect others. Children are developing an awareness of the ways that they can support their own health and wellbeing through their daily routines. They demonstrate confidence outdoors and are developing good physical skills while climbing and using balancing equipment. A few children are ready to experience more challenge through physical and adventurous play.
- Children's individual achievements are captured and displayed within their learning folders and on the setting's 'WOW wall'. Practitioners use feedback and praise well to promote positive attitudes, encouraging effective cooperation and turn taking. Children are now ready to develop their leadership skills through taking on additional responsibilities.
- The setting works hard to maintain a supportive and inclusive ethos. They are proactive in identifying potential barriers to learning and in seeking out appropriate support for individual children in order to promote equity across their work. They take account of the specific needs and circumstances of families in order to provide tailored support and make decisions about future interventions.

Setting choice of QI: 2.4 Personalised Support

- Universal Support
 - Role of practitioners and leaders
 - Identification of learning needs and targeted support
 - Removal of barriers to learning
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- Practitioners know children well as individuals and use their relationships with families to build a strong picture of each child's experiences, interests and ways of learning. Children's needs are at the centre of planning processes. Children benefit from access to a range of developmentally appropriate resources and activities that sustain their interest and promote their curiosity. Development to the provision of loose parts and materials has helped children to develop their imagination and problem-solving skills. As planned, practitioners should continue to embed this approach within the setting.
 - Relationships between practitioners and children are supportive and help children to explore their own ideas. Each child has regular interactions with their key worker and other adults who know them well and encourage their progress in learning. Next steps are identified for all children based on the progress they have made. We have asked practitioners to continue to build on this good practice by providing children with more opportunity to talk about and reflect on their own learning. This will help children to understand themselves as learners and the progress they are making.
 - The roles of practitioners are clearly defined and understood through the shared values of the team. Effective links with partner agencies and other professionals ensure that any factors which may present as barriers to children's participation or learning are identified and quickly addressed. Carefully planned professional learning for practitioners allows them increase their knowledge and ability to meet the learning needs of each child.
 - Observation and use of the wellbeing indicators are used to assess the needs of individual children. This provides a clear picture of their strengths and support needs. Practitioners are proactive in seeking proportionate, timely support for children and families in order to ensure the best possible outcomes. Children who face barriers to their learning are very well supported through careful planning and specialist input. Interventions are targeted and monitored to evaluate their impact over time. As a result, there is a strong sense of inclusion that supports children's individual needs and their progress in learning.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.