

The White House

Inspection report for early years provision

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Inspector	Maura Pigram
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

The White House is a privately owned converted house. It opened in 1997 and children have use of four rooms and an enclosed garden. The nursery is in a residential area between Ruislip and Ruislip Gardens. A large driveway in front of the house is used for car parking whilst collecting and dropping children to the nursery. It is open each weekday from 8.00 am to 6.00 pm all year round, apart from bank holidays and a week at Christmas. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register. A maximum of 18 children may attend the nursery at any one time. There are currently 22 children aged from three months to under five years on roll. The nursery makes provisions for children with special educational needs and/or disabilities and for those who speak English as an additional language.

There are six members of staff, including the owner/manager and a cook. Five of the staff hold appropriate early years qualifications. They receive support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individuality is recognised and generally nurtured by the staff, they have a secure knowledge of their welfare needs, family background and interests. This information is used effectively to ensure children feel secure and settled; it is less well-used to support every child's learning potential. Children make satisfactory progress in their learning and development, as staff have sufficient understanding of the requirements of the Early Years Foundation Stage and how to implement it. Generally appropriate implantation of policies and procedures and close relationships with parents means that children's welfare needs are suitably promoted. The manager communicates with the staff to ensure the provision is evaluated, areas to develop have been identified, this along with support from outside agencies and a commitment to training, provides a sound basis for continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis, this refers to resources such as the equipment in the garden and books, the babies sleep room and all areas the children may come into contact with, maintain a record of these particular aspects and

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when and by whom they have been checked. (Suitable premises, environment and equipment)

To further improve the early years provision the registered person should:

- ensure children's individual and present learning needs, interests and achievements are used to inform planning and the next steps in their learning
- ensure the safeguarding children policy includes the procedure to be followed in the event of an allegation made against a member of staff
- develop further the culture of reflective practice so that it includes children's views and those of their parents or carers and use this to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The staff have a sound understanding of their responsibility in safeguarding children. They know and follow the procedures if they have any concerns about a child in their care or if there is an allegation made against a staff member. Documentation to support this has yet to be updated, most other required records are in place and are reviewed periodically to ensure they meet the requirements of the Early Years Foundation Stage. Careful recruitment and an appropriate induction ensure staff are suitable and have a good knowledge of how the provision operates. Annual appraisals assess staffs ongoing suitability and identify training needs, which the owner organises through supporting agencies. In addition, staff have taken time to visit a local children's centre so that ideas for good practice can be shared. The security of the premises is effective, and procedures for arrival and departure ensure children are handed over safely to a known adult. Risk assessments are carried out daily, although some aspects of the environment are not always included or effectively monitored, such as the quality of resources and the continual maintenance issues in the sleep room.

The owner has identified the need to carry out regular maintenance and has clear plans in place to improve outcomes for children. For example, she is working closely with supporting agencies so that ongoing training is provided, and visits to a nearby children's centre is encouraged so that good practice can be shared. Monitoring of the provision takes place through some discussions within the team. Although views of parents and children are welcome, this is not yet used to ensure outcomes for children are improved. Recommendations from the last inspection have been addressed successfully. Adaptations have recently been made to create a refurbished kitchen and a further focused learning room for the pre-school children, although the routine of the day does not allow for the free use of this well-resourced area.

The owner and her staff strive to provide a service that is inclusive for all children and their families. Useful information about individual children is gathered before they start, such as all welfare needs and cultural backgrounds, including languages

spoken at home. This information is appropriately used through the use of key words and photographs so that children settle in well.

Regular informal discussions with parents allows staff to find out more about individuals over time. Parents receive basic information about the provision and can access policies and procedures should they wish to. Feedback to parents regarding children's learning and development is informal, although parents can access their children's records at any time. The staff work alongside external agencies to ensure children receive any support they need so that progression and continuity of learning and care can appropriately take place.

The quality and standards of the early years provision and outcomes for children

Children and babies are cared for by consistent staff, therefore children are secure in the setting as the adults are warm and caring towards them. Positive relationships are evident as children often approach staff just for a cuddle. Children are encouraged to be polite, and staff employ effective strategies to help children develop social skills, such as positive behaviour and sharing. Meal times are social occasions with all children sitting together. Older children's independence is well-promoted as they help to lay the table and serve themselves to the nutritious and balanced meals offered. Children are active and are helped to adopt good hygiene routines. They understand the benefits of physical activity everyday. Older children enjoy using the garden and eagerly take part in organised chasing games. Understanding of the wider world is promoted through outings to local parks, animal farms and shops of interest, such as a pet shop and a greengrocers. Babies and toddlers mainly use the garden in fine weather, and sleeping children are regularly monitored to ensure they safe and comfortable.

Toys and resources are in plentiful supply and are rotated daily to create stimulation and interest. However, some are in poor condition, such as the outdoor equipment and books, which potentially hinders children's enjoyment and safety. Older children confidently help themselves to the resources available. They enjoy imaginative play, helping themselves to pretend building tools and dressing up clothes. Activities are generally well-supported and adapted or modified so that all children can fully participate. Safety is taught through carrying out regular emergency evacuation procedures and during their many outings. Younger children have their toys rotated, although these are not always cleared away to ensure there is sufficient space for children to safely walk to their chosen destination. Staff have sufficient understanding of the requirements of the Early Years Foundation Stage and make observations that identify children's achievements. Planning is linked to all the areas of learning, is easily available and mostly linked to group themes. Initial interests are well-known and used well in the settling in process. However, ongoing interests are not yet fully used to challenge children's play and learning within the daily routine or to plan the next steps in the children's learning.

Children have sound opportunities to learn and develop through a balanced range of adult-led and child-initiated activities. Children listen attentively to stories, such as the story of 'The Gingerbread Man', and are taken to the local library to support

their interest in language and literacy. Younger children's vocabulary is appropriately supported, they point to favourite pictures in books, and self-esteem is positively promoted through praise for achievements. Regular baking and the construction of jig-saws introduces children to a range of mathematical processes. All children join together for large group activities, such as snacks and circle time, they sing favourite songs and rhymes, including those related to numbers. All children enjoy timed access to the art and craft room. During this time they delight in painting pictures, exploring sand and playing with dough, using tools such as rolling pins and cutters safely. Toddlers broadly smile when they discover new ways of mark-making, as ample praise develops their self-esteem. Children's understanding of diversity and difference is promoted through their many outings and the celebration of festivals. Positive steps, such as suitable training, are currently being taken to ensure potential achievement gaps are narrowed.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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