



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 144729

DfES Number: 525530

INSPECTION DETAILS

Inspection Date	26/08/2004
Inspector Name	Patricia Chapman

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Whitehouse Day Nursery
Setting Address	331 Norwood Road London SE24 9AH

REGISTERED PROVIDER DETAILS

Name	Ms Sofie Ahmed
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Whitehouse Day Nursery opened in 1991. It operates from 2 rooms situated on the ground floor of a detached house. The bathroom facilities are also situated on the ground. There is a fully enclosed garden available for outdoor play.

There are currently 22 children from 2 to 4 years on roll. This includes 7 funded 3 year olds and 7 funded 4 year olds. Children attend for a variety of sessions.

The group opens 5 days a week, all year round. Sessions are from 08:00 to 18:00 hours.

Four full time staff work with the children. Two of the staff hold a level 4 childcare qualification, one holds a level 2 and the other member of staff is working towards a level 2 child care qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Whitehouse Day Nursery provides satisfactory care for children. The nursery is well organised and a good standard of hygiene is evident throughout the premises. The children are supported well to develop good hygiene practice.

A wide range of activities are provided for the children to promote their learning. Staff interact with the children in a positive way and the children respond well. The children use equipment in a purposeful way and are able to concentrate on activities for sustained periods and are able to share and work co-operatively together. The children have good opportunities to engage in outdoor play.

The environment is warm and welcoming and the staff ensure that the children are supervised at all times. Comprehensive policies and procedures are adhered to ensure the children's safety, however the nursery's child protection and complaints procedures need to be updated to ensure they meet the Standards. The menu is displayed for parents and consists of nutritionally well balanced meals.

Details of the children are effectively recorded and policies and procedures are shared with parents. Six monthly reports are compiled outlining the children's progress and shared with parents. The nursery does not currently have a key worker system in place and there are limited opportunities for parents to discuss their children's progress formally with the staff. Staff are appropriately vetted, however the required checks on vetting procedures are still outstanding on household members.

What has improved since the last inspection?

Actions were set at the last inspection relating to health and safety issues. The nursery has made good progress in implementing risk assessments on a regular basis of equipment, toys, the building and the outdoor area. A visitors book has now in place where details of visitors are recorded.

What is being done well?

- the range of projects undertaken with the children that support their learning and skills
- the warm and welcoming atmosphere that helps the children to feel secure and confident
- the comprehensive policies and procedures in place that ensure the children's safety
- the wide range of play equipment that ensures that children are purposefully occupied both in the indoor and outdoor areas

What needs to be improved?

- the appropriate vetting of members of the household
- the reviewing of the child protection and complaints procedures to ensure that they meet the national standards
- the introduction of a key worker system to ensure children's progress is fully monitored and the next stage of learning is fully identified and shared with parents

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown		
Std	Action	Date
1	Ensure all household members over 16 complete DC2 forms and complete a standard CRB check	20/09/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
13	Ensure that procedures to follow, in case of an allegation of abuse is made against a member of staff, is included in the Nursery's Child Protection Procedure.
2	Introduce a key worker system
12	Provide greater opportunities for parents to receive regular information on their children's progress
12	Include Ofsted's details in the nursery's complaints procedure

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The education provided at The Whitehouse Day Nursery is generally good. The children are making generally good progress in personal, social and emotional development and knowledge and understanding of the world. The children are making very good progress in communication, language and literacy, mathematical development, physical development and creative development.

The quality of teaching is generally good. Staff have a generally good understanding of the early learning goals. Group activities are well planned and adult led activities support children's learning well. Children's individual learning needs are not always clearly identified and staff miss opportunities to interact with children in a way that supports their learning, for example when children engage in 'free play' activities.

The leadership and management of the nursery is generally good. Clear policies are in place enabling staff to work co-operatively together. Less experienced staff lack opportunities to develop their developmental record keeping skills and discussing children progress with parents. There is not yet a rigorous system to monitor and evaluate the quality of teaching.

The partnership with parents is generally good. Parents receive regular reports outlining their children's progress but have limited opportunities to discuss their children's progress with the staff. Parents receive information about current themes and projects that are being undertaken within the nursery and how they can contribute with resources and information. Activities planned to be undertaken with the children and how these activities support the children's learning are clearly displayed for parents. Parents reported that they are very happy with the progress that their children are making, although several parents said that they would like the opportunity to discuss their children's progress with staff at an arranged meeting.

What is being done well?

- The staff's teaching of maths and language and literacy skills is good. Children were frequently observed writing the names on drawings and other art work.
- The outdoor area is used well to develop the children's understanding of features of insects and plants.
- The staff plan a wide range of activities to develop the children's physical skills and the children's creative development is well supported.
- The warm and friendly atmosphere helps to ensure that the children develop confidence and relate to each other in a co-operative and positive way.
- The positive behaviour management strategies used by staff support the

children to behave well and show consideration to their peers.

What needs to be improved?

- The planning to ensure all staff can evaluate and identify each child's stage of learning and know how they will plan the next steps and support children's learning.
- The opportunities for children to select and engage in activities in an independent way.
- The support for less experienced members of the staff team to ensure that they have a full knowledge of the principles of the foundation stage and how young children develop and learn when engaging in self chosen activities.
- Opportunities for children to develop their understanding of information and communication technology.

What has improved since the last inspection?

Generally good progress has been made since the last inspection.

Parents now have access to information about the six areas of learning and how they constitute a framework for teaching

Planning of activities now include learning intentions across the six areas of learning

Support to encourage the children's independence has improved but still needs further consideration

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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The children confidently express their needs and ideas and relate well to each other and adults. Children are very interested and involved in their play, displaying a high level of involvement in activities. Children understand what is right and wrong. The children are able to organise themselves when participating in role play. The organisation of resources sometimes limits the opportunities children have to select materials in an independent way.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak clearly and confidently, holding lengthy conversations with each other and adults. They have good opportunities to recognise letters, words and their names. Children handle books appropriately and understand that print carries meaning. Children can write their names with older children using well formed letters both in upper and lower case. They demonstrate that they understand that print carries meaning when they pretend to write shopping lists in the home corner.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count and recognise numbers in familiar context. They are developing practical problem solving skills for example, when completing puzzles and construction play. Children have lots of opportunities to sort, position and size objects. They are beginning to add and subtract for example, during home corner play children observed counting dolls and sharing them out fairly amongst each other. Children have good opportunities to recognise and make patterns during a range of activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are able to build and construct using a wide range of materials and tools. Children have lots of opportunities to find out about the world they live in through using natural materials, studying living things, growing plants and when celebrating festivals. There are limited opportunities for children to learn about information technology and use programmable toys.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are using a range of small and large equipment with increasing control for example scissors and climbing equipment. Children move confidently in and out doors, showing an awareness of others around them. Children have opportunities to find out about the importance of staying healthy, discussing foods and the importance of hand washing before lunch. They have discussed what happens to their bodies for example when active they get hot and thirsty.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have very good opportunities to explore colour, shape, space, texture and form in two and three dimensions. They respond enthusiastically to what they see, hear, smell and touch. Children enjoy planned music sessions giving them the opportunity to explore songs, rhymes and different instruments. Both 3 and 4 year olds are able to draw complex drawing that reflect their thoughts and feelings and focus of interest. They play imaginatively in the home corner and garden area.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase the opportunities for children to select and engage in activities in an independent way
- develop the record keeping system to identify the next stage of children's individual learning, how learning will be supported and share this information with parents
- provide resources that develop the children's understanding and use of communication and information technology

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.