

The Whitehouse Day Nursery

Inspection report for early years provision

Unique reference number	144729
Inspection date	05/08/2011
Inspector	Rebecca Hurst

Setting address	331 Norwood Road, London, SE24 9AH
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Whitehouse Day Nursery opened in 1991 and operates from two rooms situated on the ground floor of a detached house. A maximum of 18 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 50 weeks a year, closing the first week of September and a week at Christmas. All children share access to a secure, enclosed outdoor play area.

There are currently 24 children aged from two to under five years on roll. Children receive funding for early education. The Whitehouse Day Nursery may care for no more than 20 children under eight years; of these, not more than 20 may be in the early years age group, and of these, not more than six may be under two years at any one time.

The nursery employs five members of staff. Of these, three hold appropriate early years qualifications and two members of staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy, settled and thriving, because the staff at the nursery create a safe and secure environment, where children are valued and supported to make the most of their abilities. Staff help the children to feel comfortable whilst they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. Staff continually evaluate the activities and experiences that are on offer to the children, always seeking to improve their learning opportunities, working towards the best possible outcomes for children. The nursery has a high capacity to maintain continuous improvement, because all staff seek to improve their knowledge and understanding of children's early years through further education opportunities.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider ways to fully enhance the development of children's independence skills during snack time, in particular the preparation of the fruit

The effectiveness of leadership and management of the early years provision

All staff have an excellent understanding of the nursery's safeguarding children policies. Comprehensive risk assessments are in place to ensure that all areas of

the nursery are safe for the children to play in. Detailed fire drills and assessments take place which further enhances the children's safety. The nursery's registers are meticulously maintained to show the children's and staff's arrival and departure times. This further enhances the safety of the children especially during fire drills.

Children play in a highly stimulating environment where resources are used to further enrich their learning experiences. Equality and diversity is a particular strength in the nursery and they work closely with the parents to teach the children about the wider community and the world in which they live in.

Excellent partnerships with parents ensures there is great continuity of care for all children. Parents have detailed newsletters which keeps them informed of what's happening within the nursery. Parents are also invited to make suggestions for what they would like their children to be taught in the nursery. The staff also give the parents suggestions for what they can be doing at home to enhance the children's learning and development. Staff are working with other settings the children attend and share developmental reports with the schools the children are attending.

The nursery has a highly effective self-evaluation process in place. They are clearly able to highlight their key strengths and the areas they wish to work upon. Staff and parents are fully involved in the self-evaluation process and the children are apart of the evaluation of activities. This ensures the nursery is fully responsive to its users. Staff have evaluated the setting extremely well and they have clear priorities and targets for improvements.

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

Children happily explore and experiment, using an excellent range of different materials and resources, in a safe, supportive and caring environment, helping them to confidently practise and acquire new skills. Children receive plenty of attention, through the staff listening and responding to them throughout their activities. Children show they feel safe through confident and independent learning, making choices, helping themselves to toys and readily approaching the staff if they need help or a cuddle. Steps taken to safeguard children include effective child protection and fire evacuation procedures, close and supportive supervision, for example, when playing in the garden.

Planning is individual for each child and the staff ask the children what they would like to play with when they arrive at the nursery which ensures they are fully involved in the planning process. Staff will sit with the children and decide topics they would like to learn about. Each activity is fully adapted by highly skilled staff in ensuring that more and less able children are able to progress well with their learning and development. Written observations clearly inform the planning to progress the children on further with their development. Given the children's starting points all children are making excellent progress towards the early learning goals.

Children are independent during the day; however there are missed opportunities to fully enhance these skills as during snack time the staff prepare the snack for them. Meal times are very social occasions with all children sitting and talking together about being healthy and what food they like to eat. Children help each other by handing out the cups and cutlery for the meals. Children are skilled in knowing that drinking milk helps their bones and makes calcium to make them strong. Staff are highly skilled in talking to the children and getting them to think about the answers they are giving and praising their responses. Children's behaviour in the nursery is exceptional as a result of skilled staff who are clearly able to explain to the children the importance of sharing.

Children are developing excellent skills for the future through support in using a wide range of learning resources. Children take care in planting their own vegetable plants and caring for them by making sure they receive regular watering. Staff do not need to remind the children how to care for them. Children have their learning extended through the free flow system to the outside area. The staff use this as an extension of the learning experiences they have inside. This greatly enhances the children's learning as they are able to adapt the learning to meet the individual learning styles of the children.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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