

White House Day Nursery

Inspection report for early years provision

Unique reference number

EY424561

Inspection date

14/11/2011

Inspector

Lynn Dent

Setting address

White House Day Nursery, 41 Bridgford Road, West
Bridgford, NOTTINGHAM, NG2 6AU

Telephone number

01159810119

Email

dawn.wharrad3@btopenworld.com

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The White House Day Nursery is a privately owned provision. It was opened in 1988 and was re-registered as a limited company in 2011. The nursery is situated in the West Bridgford area of Nottingham and mainly serves the local area. Children are cared for in a converted house. Older children are cared for on the first floor of the property, which is accessed by stairs. There is a fully enclosed space available for outdoor play.

The nursery opens Monday to Friday all year round, with the exception of public holidays, from 7.30am to 6pm. Children are able to attend on a full or part-time basis according to parents' needs. A maximum of 79 children under eight years may attend at any one time. There are currently 191 children attending, 58 of whom are within the Early Years Foundation Stage. The nursery also offers care to children aged over five to 10 years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education funding for three- and four-year-olds. It supports children with special educational needs and/or disabilities and who speak English as an additional language.

The owners employ 26 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or 3. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children make excellent progress in their learning and development due to the highly effective staff team who successfully implement the Early Years Foundation Stage. Staff are innovative in using everyday experiences and planned activities to fully promote the areas of learning. The nursery place a high emphasis on inclusive practice, working very closely with parents, other settings and specialists services for the benefit of the children. Children benefit from an extremely well-resourced and stimulating environment where staff are very effectively deployed to keep them safe and engage them in purposeful activities and experiences. The management are forward thinking, showing a commitment to continuous improvement, resulting in successfully building on the existing effective provision already in place.

What steps need to be taken to improve provision further?

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

- extending the systems already in place for recording information collected

at induction regarding children's starting points.

The effectiveness of leadership and management of the early years provision

Children's welfare is very effectively safeguarded because staff have an exceptionally clear understanding of how to report concerns to the management and the relevant agencies. The very robust recruitment and checking procedures ensure staff are suitable to work with children. Extensive induction procedures arm staff with the knowledge and skills to successfully implement the exceptionally high standards set by the management. The appraisal system means that staff are constantly assessed and supported in their training, which has a very positive impact on the children. Staff have an extremely clear understanding of safety measures in place as they undergo regular checks to ensure that they understand any changes in health and safety policies and procedures, ensuring that children's safety is very effectively promoted. Systematic risk assessments of the premises, accidents records, resources and for outings ensure that children are kept safe at all times. The outdoor play area incorporates a safety surface throughout, further promoting children's safety during outdoor play.

The premises are extremely well organised, allowing all children to develop their independence as they flow between different activities. Older children move freely between areas of the room, which staff use extremely well to promote learning through play and planned activities. Toddlers move around the ground floor of the nursery throughout the day, enabling them to learn in different environments. All children benefit from using the sensory room and outdoor play area and going on visits to the park and into the community. The nursery is extremely well resourced and visually stimulating, successfully supporting all children's learning and development. The resourceful deployment of staff means that each child's designated key person knows them extremely well and plans very effectively for their individual needs. As a result, all children are making excellent progress in their learning and development. The owners are proactive in working with the management and staff leading by example. As a result, the practice is highly effective, resulting in an exceptionally cohesive staff team. The management team are forward thinking and pro-active in working with staff, children and parents to collate their views of the nursery. The information collected is used very effectively to identify and action areas for improvement. This ensures that positive changes are embedded into the service, further promoting the outcomes for children.

Excellent partnerships with parents mean they are fully involved in their child's learning through access to their learning journeys. Parents are regularly updated about their children's progress through detailed reports and meetings, and receive ideas on how to extend this at home. The setting is proactive in working with other early years providers, ensuring that consistency in children's learning is effectively promoted. The transition to school is made smooth for children because teachers are actively encouraged to visit children in the nursery. Children with special educational needs and/or disabilities are very effectively supported due to extremely close partnerships with outside agencies, which significantly promotes

inclusive practice.

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

All children flourish and make excellent progress because they are actively engaged in worthwhile and challenging experiences that take full account of their interests and needs. Information collected at induction helps the enthusiastic and committed staff to build on what children know and can do. However, these systems are not as robust as the very effective ongoing observation assessment procedures. These enable staff to successfully assess children's achievements and next steps and are used particularly well to inform future planning and provide a highly personalised learning and development experience for each child. Children use language extremely well to explain what they are doing. They state they need to 'fill the bucket right to the top and turn it upside down carefully' to make a sandcastle. They persevere for a long time and show a sense of achievement when they succeed. Staff very effectively encourage children to think about what they are doing. Children use push button and activity toys from an early age. Therefore, by the time they reach pre-school age, they are very competent users of information and communication technology. Older and more able children can correctly identify a wide range of numbers and are independent writers.

Children feel extremely safe because staff provide cuddles. Consequently, they are happy to move around and access the exciting range of activities and experiences provided and to initiate their own learning. Babies are very settled in the nursery because staff effectively manage their individual routines. They are fully supported by staff, who help them sit, stand and move around the room to access toys. Staff also fully support them in accessing developmentally appropriate toys as they engage them in play. Toddlers thoroughly enjoy pretending to go shopping as they push the shopping trolley around the room. They choose their favourite foods and paint pictures of these. Staff engage toddlers extremely well to support their language and communication and learn about numbers as they play with toy telephones. They develop a keen sense of self as they view themselves in mirrors. All children benefit from the vast range of resources and activities that promote their understanding of the wider world in which they live.

All children have excellent opportunities to develop their physical skills. Outdoors children have access to sit-and-ride toys and larger climbing equipment for older children. Consequently, they are all challenged according to their age and stage of development. Older children have a very clear understanding of emotions because staff discuss this at circle time using a large dice with pictures that depict different feelings. They then talk with the children about what might make them or their friends feel the different emotions. Consequently, children are exceptionally well behaved and have high self-esteem due to the praise they receive from staff.

Children have a very well-developed understanding of keeping themselves safe as they talk about the dangers of rail and road crossings at circle time and practise this when away from the setting. Older children show very safe practice when

using the stairs in the nursery. Children thoroughly enjoy their meals because they receive a very healthy and varied menu. The nursery has recently achieved the five-star rating for food safety award showing excellent standards in food hygiene. Children develop an exceptional understanding of a healthy lifestyle and good hygiene from an early age. All children routinely wash their hands and use antibacterial gel as they enter the nursery each day and after playing outside. This, along with the excellent cleaning systems in place, very effectively minimises the spread of infection. Consequently, all children are successfully protected from illness.

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	1
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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