

The Whitehouse Day Nursery Limited

Inspection report for early years provision

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Inspection date	31/01/2012
Inspector	Justine Ellaway

Setting address	164 Derby Road, Borrowash, Derby, DE72 3HB
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Type of setting	Childcare - Non-Domestic

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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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Description of the setting

Whitehouse Day Nursery Ltd is an established daycare setting registered in 2011 by the present owners. It operates from a detached property in Borrowash, Derby. The nursery is open each weekday from 7.30am to 6pm all year round. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 110 children may attend the nursery at any one time. There are currently 198 children on roll, all of whom are within the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 33 members of staff, 32 of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 3. One member of staff has an early years degree and one member of staff has Early Years Professional Status. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as most systems are well established to support this. There is a strong focus on meeting the individual needs of children and securing their inclusion. Systems to promote children's welfare are well established. An effective range of monitoring and evaluation systems are in place to identify improvements to benefit outcomes for children. Sound partnerships are in place with both parents and carers and other agencies or settings that are involved with children.

What steps need to be taken to improve provision further?

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

- review systems that deploy staff to support and extend all children's development and learning by being an active listener and joining in and intervening when appropriate
- develop further systems to analyse observations and highlight children's achievements or their need for further support to ensure their progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Systems to ensure children are safeguarded are well established. There are clear reporting procedures if there are any concerns regarding a child attending the

nursery. Risk assessments are detailed and regularly reviewed to ensure risks and hazards are minimised. Recruitment procedures are thorough and establish the suitability of adults through a range of checks. Sound consideration is given to the induction of new staff to ensure they are familiar with their role. Ongoing monitoring of staff performance and analysis of learning following training mean staff are continually developing their skills.

The management team have clearly defined roles and responsibilities that effectively support the running of the nursery. They have successfully shared their vision with the staff team, and as a result staff take ownership of what they do. There are a range of systems and processes in place that monitor and evaluate the effectiveness of practice and identify relevant areas for improvement. Tracking sheets confirm that planning and observations regularly cover the aspects of the areas of learning. Changes implemented since registration have had a beneficial impact on outcomes for children. For example, parents have many more opportunities to be involved in their child's learning and development.

The nursery is a bright and attractive environment that is well maintained. Sound consideration is given to the accessibility and range of resources in each of the rooms. The layout of each of the age groups lends itself well to providing separate areas for different types of activities. For example, within the pre-school room there is a cosy book corner that children use for all sorts of purposes, for example, they pretend it is a hospital. A large and appealing outdoor area is used throughout the year. Children are excited as they put on their boots, coats, gloves and hats to play outside in cold weather. For the majority of the time staff are well deployed and spend lots of time interacting with the children. However, on occasion staff within the younger age groups spend time establishing who is undertaking what task, which takes them away from interacting with the children. Despite this, children are constantly supervised and safe within their rooms.

Useful information is displayed around the nursery. Parents are able to view the planning and their child's learning journey at any time. They receive regular updates on their child's progress. They are invited to contribute to their child's learning journey and therefore become involved in supporting their learning and development. The nursery has good links with other agencies and professionals. Children with special educational needs and/or disabilities are given coordinated support according to their needs. Staff provide a useful summary of children's achievements that they take with them when they move on to school.

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

A strength of the nursery is how comfortable and secure the children are within each age group and with the adults who care for them. Even the youngest children are happy to move around the environment independently, going between activities. Children have good relationships with each other and behave well. Staff are calm and friendly role models who quickly deal with any minor disruptions easily. Children know what the expectations are as staff give clear instructions. Children demonstrate a sound understanding of their own safety. For example,

they move off the mat when they have gone down the slide so the next child can slide safely. Older children explain what the fire extinguishers are for and what to do in the event of a fire.

Children of different ages play outside together at the same time. The large climbing frame provides good challenge for children as they try and balance and negotiate the different steps. They spend time considering which way to turn or move their leg to do this. They run around, throw and kick balls and use the sit-and-ride toys. Younger children hold onto furniture as they learn to walk. They ably climb on and off small rocking toys or sit-and-ride toys and use their legs to rock or move backwards and forwards. Children develop their understanding of information and communication technology as they use a mouse to operate a computer programme, and younger children press buttons and switches to operate toys. Older children understand the concept of magnets and explain this to others. Younger children spend time exploring the toys and resources.

Children of different ages develop their imagination as they engage in play with small world toys or in the role play area. They play independently and together, developing friendships and social skills. Older children expertly serve their own food at lunchtime and pour their own drinks. They chat to others, which develops their communication and social skills. Children enjoy singing and story sessions and use the library in small groups, which further encourages their love of books. Children have access to different jigsaw puzzles to promote their problem solving skills. They use resources with different textures, such as rice or shaving foam, and creative materials, such as pencils, glue and scissors, to create their own artwork.

Children have good opportunities to engage in a balance of activities, both child initiated and adult led. Planning is clear and understood by all staff. Suitable consideration is given to planning for each individual child to support them in their next stage of development. Systems to observe and assess children's progress are well established. Files are well maintained and therefore reflective of where children are at. Most of the information recorded to evidence children's achievements is useful. However, on occasions it relates to enjoyment rather than achievement and is therefore not fully useful in identifying what a child can do.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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