

# The White House

97 West End Road, Ruislip, Middlesex, HA4 6JN

<b>Inspection date</b>	25/10/2012
Previous inspection date	10/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The nursery team have embraced the revised Early Years Foundation Stage and have put good systems in place to help ensure they meet all of its requirements.
- Children are confident, happy and secure in the family atmosphere of the nursery due to an effective key person system. They build good relationships with their friends and staff because of this.
- Children make good progress in activities that involve imaginative skills due to an enthusiastic staff team and a well resourced outside play area.
- Partnerships with parents are good, which further supports children's well-being and progress. Staff place high priority in engaging parents in their children's learning.

### It is not yet outstanding because

- The area in which babies play does not yet provide enough resources for younger children to explore and enjoy learning through sensory experiences.
- Although staff use effective questioning to help children think, as they join in their play, planned activities do not always include the challenge to encourage older children to think critically and solve problems.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector carried out direct observations of the children and staff, alone and jointly with the provider.
- The inspector sampled records and documents in relation to planning and assessing children's learning.
- The inspector sampled policies and procedures and discussed with staff how these are implemented.
- The inspector spoke to parents and children about their views of the nursery.

### Inspector

Emma Power

## Full Report

### Information about the setting

The White House is a privately owned nursery operating from a converted house. It was registered 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 8am to 6pm 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. There are currently 19 children aged from one to four years on roll. The nursery supports children who learn English as an additional language and is funded for free early education to children aged three and four years. There are eight members of staff, including the owner/manager and a cook. Six of the staff hold appropriate early years qualifications.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- extend the opportunities for babies to explore and use media and materials by providing a wide range of resources and sensory experiences to enable them to learn about colour, texture and shape
- increase the opportunities for children to think critically and solve problems during planned activities, for example by a) providing stimuli and resources for children to create simple maps and plans; b) encouraging children to design practical and attractive environments such as organising the outdoor equipment.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children enjoy their time at the nursery. The nursery staff provide a wide range of activities for the children to explore and learn through. Overall, children make good progress in all areas of learning and development. This is because staff have a sound knowledge in how children acquire new skills. The nursery strives to create a family atmosphere; all children have a key worker and a family group. The family group come together at meal times and children relish the social occasion, chatting happily with each other. Staff carry out regular observations to identify children's individual interests and assess their development. Children's records, whilst tracking their progress, provide a wealth of information about the activities and adventures they have at nursery. Staff use these detailed records, to which parents also contribute, to plan further experiences to enhance children's development.

Overall, staff plan activities that encourage children to play and explore. Children have great fun experimenting with paint. They paint leaves that they have collected on trips to the local park. Staff give young children the time and opportunity to discover the texture and feeling of paint as they decorate their own hands. Generally, staff provide good opportunities for children to learn about the world around them. However, the play area

for younger children is not as rich in its provision to encourage babies to learn through sensory experiences. This is inconsistent with the rest of the setting. Staff encourage children to become active learners; resources are all labelled and readily accessible to children encouraging independence and early reading skills. Children chose their own play activities and staff quickly join in with the game. Staff foster children's imagination exceptionally well. Staff and children play together changing the outside area into an imaginary ocean and they sail on a cruise ship. To avoid capture by a pretend shark children balance on beams and run quickly to board the imaginary ship. Staff plan regular outings for children and, for the older age group, identify specific learning outcomes. For example, they go on a walk looking for numbers in the environment and they take pictures with a digital camera of their findings.

Overall, staff extend children's learning and ideas through skilful questioning during their chosen play, following children's interests and adapting activities to meet differing abilities. Some children therefore, are beginning to have their own ideas. However, planned activities do not always challenge the children to solve problems and think critically. Children are delighted when staff announce that it is time for singing. They quickly sit down to join in with the activity. Staff hold up children's name labels, which they recognise and know it is their turn to choose a song. Staff support children to learn about numbers as they sing 'Ten fat sausages in a pan.' Children also experiment with sound as they sing quietly, so not to frighten a younger member of the group. Children make good progress in developing communication skills. Children who start the nursery with English as an additional language quickly make rapid progress through the support of staff working in partnership with their parents.

### **The contribution of the early years provision to the well-being of children**

Staff give children's safety a high priority. They supervise the children well, while also giving children the opportunity to take risks in their play. For example, younger members of the group go outside to play and staff support them to join in with their older friends. Staff engage in regular training so they have up-to-date knowledge of first aid and safeguarding children's welfare. They adhere to the policies and procedures that keep the nursery clean and hygienic. Staff remind children about washing hands before eating. The nursery has a cook who prepares lunch from fresh ingredients. The children remark on their 'yummy' lunch, eating well and asking for more. Children have a good understanding of the importance of a healthy diet they discuss how they will grow because they eat well. The nursery environment is welcoming and inclusive. The outside is particularly well resourced and all children enjoy participating in riding bikes and imaginative games. The children go outside every day and in summer months the doors are open so children choose when to be outside or inside. Children also go on regular walks to learn about the community in which they live.

Inside, bright displays of children's work and pictures cover the walls. Staff regularly upload a digital photo frame of children's pictures to share with the parents. A range of planned activities and experiences enhance children's understanding of the world around them. These include the celebration of cultural festivals to further support children's self-

identity and emotional well-being. Nursery staff are good role models; they are kind, caring and sensitive to the children's needs. Children are happy and secure in the family atmosphere of the nursery. They arrive confidently and quickly become involved in an activity with their friends. Children form good relationships with all the staff that care for them especially their key person. The effective key person system means that younger children play confidently with the older children knowing they have consistent support. Therefore, staff support children's independence very well, encouraging children to be confident and resilient. Staff prepare children for new challenges such as moving on to school. Children show responsibility for their environment as they tidying up toys, and capability in changing shoes and putting on outdoor coats.

Children's behaviour in the nursery is good. They play cooperatively with one another, sharing resources and caring for younger members of the group. Staff provide clear guidance on acceptable behaviour. They support children effectively to make good choices by getting down to their level and explaining how to behave in nursery. Children quickly forget disagreements and friendships are re-established.

### **The effectiveness of the leadership and management of the early years provision**

The leadership and management have a good understanding of the newly revised Early Years Foundation Stage. They meet all requirements and are fully aware of their responsibilities regarding the safeguarding and welfare. Policies and procedures relating to children's welfare are robust and staff implement them consistently. They complete comprehensive risk assessments daily, to identify any potential hazards in the environment. Precautions and actions are in place to keep the nursery environment safe.

Management follow strong recruitment procedures checking all staff are suitable people to work with children. Newly appointed staff meet regularly with the manager. They have a mentor and complete an induction process. Management encourage staff to develop professionally, they monitor staff development effectively and identify training needs through regular supervision and annual appraisals. Staff relish the opportunity to introduce new concepts. For example, after a recent training session, staff put treasure baskets and a colour contrast display into the baby room. There are good strategies for self-evaluation, which gather the views of staff, parents and children. Staff meet regularly and write ideas in a comments book. Parents receive questionnaires, and management incorporate the requests of parents wherever possible, such as menu ideas. Management always consult children before buying new resources, children look through catalogues and choose resources they would like to play with.

Since the nursery's last inspection there has been a clear drive for improvement, staff have met recommendations successfully to improve outcomes for children. Management have clear plans for the future and have strategies in place to monitor educational programmes. The manager works alongside the staff team and, together, they continually revise systems of assessment and planning. This ensures they are monitoring and supporting all children's progress. For example, there has been revision of all written plans

to clearly reflect the areas of learning and development.

Partnerships with parents and other agencies are good. Management have worked consistently with the local authority to make vast improvements in their practice. Parents speak very highly of the nursery, commenting on children's progress and how staff support them as working parents. Management are consistently implementing new ideas to engage parents effectively. Parents currently receive newsletters and invitations to an annual garden event. The nursery is making great strides towards engaging parents in their children's learning. The children take turns in taking home a toy bear and camera over the weekend. Together with their parents, they record the bear's adventures to share with their friends at nursery.

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	139185
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	813950
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Debbie Chilcott
<b>Date of previous inspection</b>	10/02/2010
<b>Telephone number</b>	01895 632681

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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