

Whitehouse Day Nursery (Oakwood)

Hill House, Morley Road, DERBY, DE21 4QZ

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|--------------------------|----------------|
| Inspection date | 04/06/2014 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---------------------|
| | Previous inspection: | 2 Not Applicable |
| 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 quality of teaching is good. The effective interaction and broad range of activities provided that take into account children's interests and their next stage of learning, ensures that children make good progress towards the early learning goals.
- The professional and organised approach to managing the setting, ensures that evaluation and monitoring is thorough and is effective in establishing good quality care and identifying challenging areas for improvement that will continue to build on this practice.
- Children's safety is well promoted within the setting. There is constant monitoring of staff ratios to ensure effective supervision of children and staff have a sound understanding of the safeguarding procedures.
- The support for children as they start at the nursery, move onto the next room and then leave to start school, is well coordinated and effective in promoting their emotional well-being.

It is not yet outstanding because

- There is scope to expand on the information provided for parents and carers with regards to how they can support their child's next stage of learning at home, to fully inform planning within the nursery.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held meetings with the management team of the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of the suitability and qualifications of the staff
- working with the children, the provider's self-evaluation form and the focus of the improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from the information gathered through evaluation and feedback sheets.

Inspector

Justine Ellaway

Full report

Information about the setting

Whitehouse Day Nursery (Oakwood) was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Oakwood, Derby. It is privately owned and is one of three nurseries owned by Whitehouse Day Nurseries Limited. The nursery serves the local area and is accessible to all children. There is an area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 5. The nursery opens Monday to Friday for 51 weeks of the year, excluding bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 84 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strive towards establishing highly successful partnerships with parents and carers so that planning accurately incorporates what parents know about their child, by improving the level of detail provided for parents and carers to support children's next steps of learning at home.

Inspection judgements

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

The quality of teaching is consistently strong across the staff team, with aspects of very good practice used to support children's learning and development. Staff plan and deliver a broad range of activities that link to children's interests and effectively support children's next steps. Staff in all rooms engage well with the children during child-initiated and adult-led activities, and the support for children's communication and language is very effective. For example, in the baby room staff constantly talk as they play with the children; they say words, such as 'whoosh', in an animated tone to encourage children's language and make play fun, and give simple explanations of what they are doing. Staff also regularly sing favourite songs using glove puppets to encourage children's engagement. They demonstrate how to tap two wooden spoons together as they sing, to encourage children to copy and therefore, promote their physical skills. Staff in the toddler room broaden children's vocabulary as they say what children are having for lunch and encourage the children to repeat this. Staff working with the older children fully engage them in meaningful conversations, listening carefully to what they say, sharing their own experiences and asking questions to encourage children to think and respond. Staff

provide specific support for children with special educational needs and/or disabilities relating to speech and language issues, according to particular needs. If appropriate, staff use visual timetables and prompt cards for children who speak English as an additional language, to support them with the routines of the nursery while they are learning English. This effective interaction sustains children's engagement in activities for long periods of time and helps children to develop the skills they need for future learning.

Children's physical development is well promoted. Staff in the toddler room are enthusiastic in their delivery of a music and movement activity, demonstrating how to move in different ways and exaggerating their movements so that children can watch and then attempt them. As the activity develops, staff introduce musical instruments and explain how to use them, where appropriate, encouraging children to play along to the music. The layout of the toys and resources in the baby room is effective in encouraging children to crawl or walk to reach them. Staff position themselves and the equipment well to support children who are learning to stand. They show children how to use the toys, for example, pressing a button on a pop-up toy, and repeat this so that children attempt to do this by themselves. This supports children's early understanding of technology. Imaginative play supports children's development well, for example, older children design a model, linking to their transport theme, which they then construct from recycled materials. Children learn how to use tools to aid the construction as staff guide them through explanation, for example, using scissors to cut sticky tape. Older children self-register when they arrive so that they recognise their own name and staff prompt them to recognise that print carries meaning during play, for example, the name on the side of a toy lorry. Staff make good use of the outdoor space and surrounding countryside to support children's understanding of the environment. For example, a child observes a bird from the window and staff take children outdoors to talk about what birds eat and look for insects. As children play with corn flour mixed with water, staff teach them to think about why things happen as they discuss why it is more liquid in certain areas of the tray. Staff effectively plan outings to link to activities or topics, for example, visiting a shop to purchase items for tasting and baking activities. Staff encourage children to use numbers for a purpose which supports their understanding of mathematics, for example, counting the pieces of fruit they have at snack time.

Each key person maintains a useful and accurate record of children's learning, which includes a regular assessment of their stage of development and their next stages of learning. Staff also monitor children's progress over time to ensure they are moving forward in their learning. This information is shared with parents and carers and they are also invited to attend a meeting to discuss their child's progress. The nursery organises events that parents and carers can attend, such as a stay and play session and a sports day. Staff encourage parents and carers to share information about what their child has been doing when not at the nursery. This includes a useful form to record what they have done during a holiday. However, the information provided to parents and carers about how to support their child's next stages of learning at home are not always specific enough to ensure that this fully complements what is being provided within the nursery.

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

Children's emotional well-being is very well promoted within the setting. All three playrooms are well managed by staff who ensure a calm and friendly environment. For example, staff in the baby room are very effective at comforting and reassuring children and distracting them with the toys and resources. They ensure that there is continuity of care, so if they need to leave the room for any reason, such as their lunch break, they do a handover to someone else first and ensure each child is occupied before they leave. The nursery operates a co-key person system so that children receive good support when their key person is on leave. All staff know the children really well; they give them lots of attention and make them feel welcome and included. As a result, children are comfortable and secure. The nursery gathers useful information from parents and carers regarding children's needs and routines. Staff complete a detailed and useful report about a child's first five sessions at the nursery which helps them to observe how the child is settling-in and identify where the child's initial next steps of learning are. Staff consistently share and gather information with parents and carers when children are dropped off and collected to meet children's ongoing needs. There is effective support for children as they move through the nursery. Staff discuss this with parents and carers and agree the number and length of visits so that the child is prepared for when they move into the next age range. Parents and carers comment positively on how well this is managed. Staff provide up-to-date information for the child's new key person so that they can immediately start supporting the child. The nursery is proactive in contacting schools that children will be attending. They gather information about the school environment, routine and activities to share with children so that they know what to expect. This includes the school's expectations in terms of school readiness, so that the nursery can focus their teaching to ensure children develop these skills. Staff talk positively to children about the school to reassure them if they have any anxiety.

Children behave well and understand the expectations due to the effective role modelling and support by staff. Staff are very positive in their interaction with children, they give them lots of praise and encouragement and value what the children say and do. Staff working with the older children reinforce the expectations around behaviour during group time discussions and through golden rules they have devised with the children. Staff are well deployed throughout the nursery to meet children's needs and promote their enjoyment. There is a smooth transition between routines and activities because staff are confident of their roles and responsibilities and organise themselves well. They effectively communicate with each other during activities. For example, a member of staff asks another to support a child with hand washing so she can continue with the adult-led activity she is delivering. This ensures the enjoyment of the other children participating. The attractive playrooms are well set out with age-appropriate furniture and equipment. There is a very good range of toys and resources available in each room, and appropriate consideration to the layout of the space and children's access to additional toys and resources. The outdoor space provides opportunities for children to ride around on the wheeled toys on the paved 'road', develop their balance as they climb up and over the grassy bridge or use other equipment, such as the playhouse.

Staff are consistent in teaching children about their own safety and recognising risks and hazards. A member of staff in the pre-school room explains and then demonstrates how to lay out the large blocks, so that they do not overbalance. The nursery practises the fire drill on a regular basis so that children keep calm in the event of an emergency. The

nursery is effective in promoting children's good health and hygiene. For example, there is a varied four-weekly menu, staff minimise the risk of cross-infection at nappy changing times, the illness policy is consistently implemented and the nursery has a five star environmental food hygiene rating. Children's understanding of being healthy is very well supported. Staff encourage the children to play outdoors so that they can enjoy fresh air and exercise, even when it is raining. Staff in the toddler room encourage children to develop their independence in blowing their own nose. They explain to children the reasons why they are washing their hands. Staff plan activities, such as baking and food tasting, and will involve the children in purchasing the items and talking about the healthiness of these and the importance of good hygiene practices. Toddlers and pre-school children develop their independence at meal times as they are encouraged to serve themselves.

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

The management team are motivated and committed to providing high quality provision for all children. They work very well together and have a professional approach to all aspects of practice. In the short time the setting has been operating, they have effectively implemented all of the safeguarding and welfare requirements of the Early Years Foundation Stage to a very good standard. Children are effectively safeguarded as staff have a secure understanding of signs or indicators of abuse or neglect and what they will do if they have any concerns. There is a display of the signs of indicators of abuse as a reference guide for staff and they discuss safeguarding issues at each of their supervision sessions, to ensure safeguarding remains at the forefront of their work. The procedures to establish the suitability of adults working with children are rigorous. This includes a declaration of health and any cautions or convictions and really well-worded reference requests are used to gain detailed and useful responses about potential staff. Children's safety is well promoted within the setting. Security systems include parents and carers using a fingerprint entry system to the nursery and ensuring the reception area is monitored at all times. The manager and deputy rigidly monitor staff ratios throughout the day, to ensure that the needs of children are met at all times.

The performance management of staff is very thorough, as the management team are keen to ensure that all staff are very effective in supporting children's learning and development and meeting their needs. It starts with a detailed induction which includes observations of staff practice and testing their understanding of the policies and procedures. There are regular staff meetings, supervision sessions and management observations of both individuals and room practice to support staff and provide feedback on how they can improve, including training or mentoring where appropriate. The manager maintains a detailed training matrix to ensure that core training is kept up to date. The identification of other training is well thought out in developing the specific knowledge and skills of staff to benefit the children they care for. For example, the seniors in each room are encouraged to undertake a leadership and management qualification. All staff complete a useful training evaluation form to identify what they have learnt from each course and how this will benefit their practice. They also cascade the training to others, which helps to reinforce their learning. As a result of recent training in

communication and language skills, staff throughout the nursery skilfully and consistently support children's learning. For example, they engage children in two-way conversations, listening to what they are saying, asking open-ended questions and discussing their own experiences to extend children's learning and interests. The clear and simple planning sheets help staff to identify the range of activities they provide, to ensure a balance across the seven areas of learning. Each key person updates an individual tracking sheet for children, on a regular basis, to monitor their progress over time. Although the setting has only been operating for a short time, the management team has put together a useful group tracking system and undertaken a detailed analysis of the progress of different groups of children, for example, boys and girls. The scope of this information as they move it forward is well thought out by the management team, in terms of helping to ensure all children make good progress towards the early learning goals. The detailed focus improvement plan is displayed in the office so that it can be used as a working document that the management team review on a regular basis. Areas for improvement are challenging and will enhance the already good practice. The nursery also makes good use of links with the local authority to provide external feedback on how they can improve.

There is a proactive approach to working in partnership with parents and carers to meet children's needs. At the initial meeting, parents and carers receive a tour of the nursery and a detailed welcome pack. Parents and carers comment on how professional and informative the tour of the nursery is. The regular newsletter contains useful information of forthcoming activities, events, staff changes and updates. The nursery holds events that parents and carers can attend, to get more involved in their child's learning and development, for example, sports day. The nursery values parents' and carers' input, gained through regular and useful feedback, and their visits to support nursery activities, such as talking to the children about their customs and culture. Parents give positive feedback about the nursery, for example, they say 'you all do a super job, I cannot rate the nursery high enough'. The information boards are well organised and it is easy to look at information, so that parents and carers keep up to date with information that affects the care of their child. There are also lots of attractive displays of recent activities for parents and carers to enjoy looking at with their children. The nursery is proactive in seeking external help and support to meet children's needs. They work closely with other professionals working with children with special educational needs and/or disabilities, to provide consistent support for their learning and development. Staff monitor any concerns, including minor ones, and check these out to ensure that they are doing everything they can to provide appropriate support for all children. The nursery makes good attempts to develop partnerships with other settings that children attend, initially through a well-worded introductory letter and the provision of information that they hold about the child. They then develop this to regularly gather and share information to complement the learning at each setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

| | |
|------------------------------------|--------------------------------|
| Unique reference number | EY469540 |
| Local authority | Derbyshire |
| Inspection number | 947898 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 109 |
| Number of children on roll | 84 |
| Name of provider | Whitehouse Day Nursery Limited |
| Date of previous inspection | not applicable |
| Telephone number | 01332662175 |

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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, which are usually the childminder's 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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