

# Whitehouse Farm Day Nursery



Whitehouse Farm, Village Street, Sedgebrook, GRANTHAM, Lincolnshire, NG32 2EN

## Inspection date

30 March 2015

Previous inspection date

12 January 2010

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

## Summary of key findings for parents

### This provision is good

- The quality of teaching is consistently good and some is outstanding. Children enjoy their learning because activities are exciting and arise from their individual interests.
- The outdoor learning environment, especially the orchard area, offers children fantastic opportunities to take safe risks, experience challenge, and explore the natural world around them.
- The key person and the management team, through precise assessment, closely monitor children's learning and development. Consequently, all children make very good progress given their starting points and capabilities.
- Children are exceptionally well prepared for their next stages of learning. This is because staff sensitively support children's moves within the nursery and to other settings, such as school.
- Children benefit greatly from highly effective partnerships with parents, other provisions children attend and professionals involved in their care and learning. As a result, all children, especially those with special educational needs and/or disabilities quickly receive any additional support they may require.

### It is not yet outstanding because:

- Management do not maximise supervision meetings with staff in order for staff to identify how their own good qualities of teaching can be further enhanced to a consistently outstanding level.

## What the setting needs to do to improve further

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

- build on staff's ability to critically evaluate, and sharply focus on the strengths and weaknesses of their own and other staff teaching practices by, for example, introducing peer-to-peer observations, in order to further enhance the already good progress children make.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside the nursery and outdoors.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the manager and the deputy manager of the nursery.
- The inspector spoke with the manager, deputy manager, Early Years Professional, staff, and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the nursery's self-evaluation form and improvement plans.
- The inspector also took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent questionnaires.

### Inspector

Jacky Kirk

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a secure knowledge and understanding of how children learn and develop. They support children's communication, language, and literacy development well. Small group activities provide opportunities for older children to share their news and practise phonic sounds in their name. Younger children copy enthusiastic staff as they sing a range of action rhyming songs. Children enjoy making their own marks as they explore and mix paints with their hands and create pictures with mud. Children develop mathematical skills as staff introduce them to new shapes, such as ovals, when making Easter egg cards. Young children demonstrate effective team building and problem-solving skills as they work together to make a bridge to walk over, using milk crates. Skilful staff extend children's imaginative skills, when they pretend the crates are a stage, by helping them produce small shows to perform to their peers. Additionally, children make a pretend bus out of chairs, produce hand-written tickets, and go on imaginary holidays to America.

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

Staff work closely with parents to ensure children's emotional well-being needs are consistently met. Young children settle quickly into the warm and homely nursery environment. Older children eagerly enter the building, quickly take off their coats, and enthusiastically move on to their chosen area of play. All children demonstrate they feel safe, secure, and happy. The effective key-person system helps children to form positive relationships with all staff. This provides them with stability, which supports their confidence and self-esteem. At lunchtime, all groups of children come together to eat and socialise. As a result, all children, particularly the younger children, are learning valuable social skills and demonstrate very good independence skills for their age. Staff provide children with clear boundaries about what is acceptable behaviour. This helps them to understand the importance of taking turns, sharing and playing cooperatively together.

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

All staff are highly trained in safeguarding and child protection. Management ensure staff implement the Early Years Foundation Stage requirements to a high standard. This keeps children safe and healthy. Highly effective systems of self-evaluation take account of the views of staff, children, and their parents. These views are fed into the nursery's year-on-year development plans, which help drive continuous improvements that enhance children's achievements over time. Safe recruitment procedures ensure staff are suitable to care for children. A well-established and targeted programme of professional development enables staff to continually improve their practice and childcare knowledge. Well-qualified and experienced staff role model good practice and mentor new and less experienced staff. This, as well as effective supervisions of staff practice, ensures the quality of teaching remains consistent throughout the nursery. However, there is scope for staff to identify how they can modify and adapt their own teaching practices to further enhance the already good progress children make.

## Setting details

|                                    |                                      |
|------------------------------------|--------------------------------------|
| <b>Unique reference number</b>     | EY385857                             |
| <b>Local authority</b>             | Lincolnshire                         |
| <b>Inspection number</b>           | 858934                               |
| <b>Type of provision</b>           | Full-time provision                  |
| <b>Registration category</b>       | Childcare - Non-Domestic             |
| <b>Age range of children</b>       | 0 - 17                               |
| <b>Total number of places</b>      | 33                                   |
| <b>Number of children on roll</b>  | 86                                   |
| <b>Name of provider</b>            | White House Farm Day Nursery Limited |
| <b>Date of previous inspection</b> | 12 January 2010                      |
| <b>Telephone number</b>            | 01949 845451                         |

Whitehouse Farm Day Nursery was registered in 2009. The nursery employs 11 members of childcare staff who all hold an appropriate early years qualification. One member of staff holds Early Years Professional status and the others hold qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday all year round, closing for bank holidays and one week at Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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