

# The Whitehouse Day Nursery

164 Derby Road, Borrowash, Derby, DE72 3HB



## Inspection date

29 September 2015

Previous inspection date

31 January 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching in the pre-school is not good enough. Staff do not provide sufficient depth and breadth to the activities they provide.
- The assessment procedures are not always accurate or focused enough. Staff do not always use the information they gather to effectively identify children's next steps in learning.
- Arrangements to check the quality of staff practice are not effective enough to ensure consistently good practice.
- Some group activities are often not well organised and do not sufficiently challenge or motivate children.

### It has the following strengths

- Children have developed strong bonds with their key person. Children demonstrate that they are happy, content and have good levels of confidence.
- Relationships with parents are strong. Parents are kept well informed about their child's learning and development. They highlight how much their children enjoy being at the nursery and that they are pleased with the progress they are making.
- The manager and staff have effective relationships with different agencies and local schools. There are well-coordinated strategies to support disabled children and those with special educational needs or who speak English as an additional language.

## What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

	<b>Due Date</b>
■ improve the quality of teaching to ensure that staff have the appropriate skills to be able to plan and provide a good range of quality learning experiences that challenge the pre-school children	30/10/2015
■ improve the assessment procedures and ensure staff gather information from observations and accurately identify children's level of achievement and next steps in learning.	30/10/2015

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

- plan and organise group activities so they are sufficiently motivating and challenging for children
- monitor staff performance more closely, swiftly tackle any underperformance and make sure that children receive consistently good quality teaching and learning experiences.

## Inspection activities

- The inspector spoke with the staff, children and manager at appropriate times throughout the inspection.
- The inspector observed children's play and learning in both playrooms and outside.
- The inspector completed a joint observation with the deputy manager.
- The inspector took into account the views of parents spoken to on the day.
- The inspector sampled a range of documentation, including children's learning records, policies and procedures, self-evaluation documents, and documentation relating to the suitability and qualifications of the staff working with children.

## Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding arrangements are effective. The provider, manager and staff understand and follow robust safeguarding procedures. Recruitment procedures are rigorous. Risk assessments are used to minimise hazards. Children are kept safe, their good health is promoted and they are protected from harm. The management team reflect on the provision appropriately and identify some of the nursery's strengths and weaknesses. They involve the parents and children in this process. They also provide supervision sessions to check staff's knowledge and understanding. However, these are not sufficient to identify and address all gaps in children's learning and the inconsistencies in staff teaching.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. In the pre-school, staff fail to seize upon opportunities to develop language or to stimulate children to think for themselves. They do not effectively provide challenging activities that shape children's learning and build on their interests. Some sessions, such as registration time in the pre-school, are not well organised. Children sit and become bored and disengaged from learning. In contrast, babies and children in the toddler and infant areas are supported well. Staff provide a greater variety of activities to promote their learning and development. They promote language and communication skills well. However, throughout the nursery, assessments are not sharply focused on identifying gaps in children's learning. They are not always completed regularly and the information received is not effectively used to build on children's knowledge and skills.

### Personal development, behaviour and welfare require improvement

Children receive the care and support they need to become settled and play happily. The key-person arrangement works well and parents comment on how this helps their children to settle into nursery life. Staff in the baby room are very caring and nurturing. They develop very positive relationships with children and families. All children are supported well to develop positive relationships with each other. They learn how to share, take turns and begin to consider the needs of others. Children are confident and move around the nursery at ease. They take part in activities and discussions with staff that help them to develop their understanding about staying safe and healthy. Children choose whether they wish to play inside or stay indoors. They demonstrate self-confidence and from an early age are helped to develop their self-help skills. They put on their own shoes and coats and older children serve themselves at lunchtime. However, the pre-school children are not always sufficiently motivated or interested in the activities provided.

### Outcomes for children require improvement

Overall, children are making steady progress in their learning given their starting points. Some pre-school children are acquiring the key skills they need for future learning and are well prepared for school. From an early age, children learn independence skills. They are confident and despite the inconsistencies in teaching are positive, enthusiastic learners.

## Setting details

<b>Unique reference number</b>	EY431769
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	853251
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	110
<b>Number of children on roll</b>	200
<b>Name of provider</b>	Whitehouse Day Nursery Limited
<b>Date of previous inspection</b>	31 January 2012
<b>Telephone number</b>	01332 666 414

The Whitehouse Day Nursery was registered in 2011. The nursery opens from 7.30am until 6pm Monday to Friday, all year round except for a week between Christmas and New Year, and bank holidays. The nursery receives funding for free early education for two- and three-year-old children. It supports children who are disabled or who have special educational needs. The nursery also supports children who speak English as an additional language. The nursery employs 35 members of childcare staff. Of these, 33 hold appropriate early years qualifications at level 3 or 4. One member of staff has Early Years Professional status.

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