

White House Day Nursery Alvaston

95 Shardlow Road, Alvaston, DERBY, DE24 0JR



Inspection date

30 June 2017

Previous inspection date

11 March 2013

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

Summary of key findings for parents

This provision is good

- Practitioners create an inviting and enriching environment, especially the outdoor provision, which is excellent. Practitioners plan a good range of enjoyable, exciting activities for all children that challenges and stimulates their learning.
- Practitioners work effectively with parents and other early years professionals to ensure that children who have special educational needs and/or disabilities receive the additional support that they need to make good progress.
- Well-qualified practitioners support children's development successfully. They play alongside children and enhance their learning skilfully overall. Children make good progress and develop a secure foundation for their future learning.
- Practitioners encourage children to be independent and support them in making decisions about who they would like to play with. Children skilfully self-serve their own meals and pour their own drinks.

It is not yet outstanding because:

- Practitioners are not yet successful in seeking detailed information from all parents about what their child already knows and can do, prior to starting at the nursery.
- Opportunities for all practitioners to share their expertise, knowledge and skills have not been fully developed, so that teaching is raised to an outstanding level to maximise children's attainment.

What the setting needs to do to improve further

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

- encourage parents to share even more information about what their child already knows and can do when they first start, so that this comprehensive information can be used to plan more accurately for children's learning from the outset
- provide more targeted opportunities for staff to share their knowledge and skills and learn from each other to help raise teaching to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector held a meeting with the nursery deputy manager and provider. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Susan Riley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Practitioners are confident in their understanding of child protection matters and the procedures to follow if they have any concerns about a child's welfare. Robust recruitment arrangements help to ensure the suitability of those working with children. Children are supervised well. The senior management team has a clear drive for the ongoing development of the nursery. They evaluate the quality of the service they provide, taking into consideration the views of practitioners, parents and children. Leaders and practitioners monitor children's progress carefully and follow thorough plans to help close any gaps in their development quickly. Leaders encourage practitioners to attend relevant training to enhance their professional development.

Quality of teaching, learning and assessment is good

Children are confident and happy in this nurturing environment. They make their own decisions about their play. Practitioners complete high-quality observations of children's learning. They use the information from these well to plan activities that help children make good progress. Practitioners offer good support to children who are learning English as an additional language. Babies become engrossed as they explore natural resources, they enjoy putting the small figures back into a box. During these activities, practitioners provide a running commentary and effective eye contact to support early communication skills. Toddlers enjoy matching buttons by shape and colour. Practitioners encourage children's mathematical development as they talk about the buttons and ask questions about their shape and colour. Older children's physical skills are excellent as they take part in daily physical activities, such as 'dough disco'. Practitioners help children to understand about how to care for living things. For example, they dig, plant seeds and harvest their produce.

Personal development, behaviour and welfare are good

Practitioners are friendly, nurturing and attentive to children's needs. Children settle well, forming strong bonds with practitioners and are happy and secure. Practitioners are strong role models and have successful and effective strategies in place to manage children's behaviour. Children's behaviour is good, they take turns and play cooperatively. Practitioners support children's emotional development well. This ensures children feel safe and secure. Practitioners provide opportunities for children to learn about the wider world, such as the different languages that people speak. From a young age, children learn how to wash their hands and enjoy nutritional meals and snacks.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. Older children are growing in confidence as they sit, listen and participate in stories and help themselves to books to read with their friends. The toddlers enjoy getting messy in the outdoor mud kitchen where they use tools and pans to make pretend cakes for their friends and practitioners. All children are well prepared for the next phase of their learning, including their move to school.

Setting details

| | |
|--|---|
| Unique reference number | EY452684 |
| Local authority | Derby, City of |
| Inspection number | 1101173 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 79 |
| Number of children on roll | 152 |
| Name of registered person | Whitehouse Day Nursery Limited |
| Registered person unique reference number | RP530867 |
| Date of previous inspection | 11 March 2013 |
| Telephone number | 01332 755533 |

White House Day Nursery Alvaston registered in 2012. The nursery employs 23 childcare practitioners. Of these, 18 hold appropriate early years qualifications at level 3, two hold level 5, one holds level 6 and one holds level 2. The nursery opens Monday to Friday for 51 weeks of the year from 7.30am until 6pm. They provide funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

