

# Whitegate Early Years Care



Whitegate Nursery School, Victoria Road, Burnley, Lancashire BB12 8TG

<b>Inspection date</b>	20 August 2019
Previous inspection date	18 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Outstanding</b>	<b>1</b>
Effectiveness of 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

- In the short time that the manager has been at the setting, she has made positive changes to practice. For example, she has given staff their own roles and responsibilities. Staff focus individual planning to ensure that each child is supported, to help them make good progress.
- Staff establish strong partnership working with parents. Parents say that they are happy with the information shared by staff about their child. They praise the staff for providing flexible settling-in times and supporting their child's health, personal care needs and routines.
- Staff establish strong partnership working with other professionals and other settings that children attend. This helps promote a consistent approach to support children's care, learning and development.
- Staff provide a welcoming and nurturing environment in which children show a strong sense of belonging. They are very good role models and help children to understand expectations of behaviour. For example, older children know to get their shoes and coats and line up patiently, ready to go outdoors.
- Staff monitoring, training and supervision are not highly effective in ensuring that the quality of teaching and learning is consistently improving to the highest possible level.
- Staff do not maximise opportunities to promote challenge and extend children's learning, to help them reach their full potential.

## What the setting needs to do to improve further

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

- build on the programme of staff training, coaching and supervision to ensure that the quality of teaching and learning is constantly improving to the highest level
- make greater use of opportunities to consistently challenge and extend children's learning and development and help them to make the best possible progress.

### Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- 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 a number of parents, staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

**Inspector**  
Cath Palsler

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a robust understanding of their role in safeguarding children. The manager and staff know what to do should they be concerned about the safety or welfare of a child. They know how to report any allegations against staff. Staff carry out thorough risk assessments to promote children's health, safety and well-being. They are deployed well and maintain the required adult-to-child ratios at all times. Staff supervise children closely to help keep them safe. They have current first-aid knowledge that enables them to deal promptly with children's accidents. The management team has good procedures to respond to comments and complaints. They are fully aware of their responsibilities to notify Ofsted of any significant changes or events. The management has high expectations of the staff and what children can achieve. They regularly seek the views of staff, children and parents, and use this information to help evaluate and further develop the quality of provision.

### Quality of teaching, learning and assessment is good

Staff promote children's communication skills well, in a variety of ways. They enthusiastically interact with babies down at their eye level to help them focus their attention. Staff provide a running commentary and introduce descriptive words as children play. They engage older children in meaningful conversations. Children are confident to share their experiences and talk about what they are making with the play dough. Staff give children plenty of time to think and respond to their questions. Children of all ages are eager to explore their environment and find things out. Babies use their hands and mouths to feel the different textures of the objects in the basket. Older children work out how to clean the mud from the toy car. They find fresh water to use from the tap.

### Personal development, behaviour and welfare are good

Children form strong bonds with the staff and settle in quickly. They learn how to manage feelings in an appropriate way and are kind and considerate to others. For example, children give their friend a toy when they see they are becoming upset. Children enjoy plenty of opportunities to play outdoors in the fresh air. They show high levels of energy and practise their large-muscle physical skills with enthusiasm. Children are provided with a variety of healthy and nutritious food. They are confident and thoroughly enjoy coming to the setting.

### Outcomes for children are good

Children play cooperatively and make friends easily. They are active and enthusiastic learners and are eager to join in activities. Children demonstrate good independence and self-care skills. Older children see to their own belongings as they move rooms after their breakfast. They are eager to tidy away their plates after eating and pour their own drinks. Children develop an interest in mark making from an early age. They are imaginative and creative in their play. Children develop the key skills they need, ready for their move up to the next stage of their learning and eventually school.

## Setting details

<b>Unique reference number</b>	EY334266
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10120236
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	84
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Whitegate Early Years Care
<b>Registered person unique reference number</b>	RP904176
<b>Date of previous inspection</b>	18 June 2015
<b>Telephone number</b>	01282 772283

Whitegate Early Years Care registered in 2006. The setting employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including one who holds level 4. The setting opens Monday to Friday from 7.45am until 5.45pm. Care is provided for babies up to two years old, all year round. The holiday club provides additional care for children up to four years old.

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