

# Inspection of White House Kids Club

142 Derby Road, Derby DE72 3HB

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Inspection date: 6 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Staff have high expectations for all children. They plan activities to support children's learning and take into account their individual interests. Children enjoy the time they spend at this welcoming and friendly nursery. They arrive happily and with enthusiasm to learn. Children have a positive attitude to their learning and are eager to take part in activities. For example, they become engaged in their play, such as when they build monsters from a popular book out of play dough. Children use their small-muscle skills well to manipulate the play dough and use tools effectively to make their creations. They laugh and giggle and describe the monsters as having 'terrible tusks'.

Children demonstrate they feel safe and secure. They snuggle close to staff, who read stories with passion. Staff are kind and considerate. They respond well to children's individual needs, offering children frequent cuddles, comfort and reassurance. This helps children to build secure attachments with staff and to develop their confidence and self-esteem.

Children enjoy being active and playing outside and staff support children's physical development effectively. Children run around, climb, balance and jump off equipment safely. They run underneath the parachute and scream with delight as they sing songs, thoroughly showing they are having fun. Staff motivate children as they encourage them to investigate and hunt for spiders in the field using magnifying glasses. Children cooperate with each other and are well behaved.

## What does the early years setting do well and what does it need to do better?

- The manager is well focused on improving the quality of the service she provides. She is a strong leader and supervises her staff well through one-to-one meetings and appraisals. Staff are highly motivated and committed. Training is sharply focused to help improve staff's skills and knowledge. For example, staff have attended workshops on how to teach mathematics in the early years setting. This has had a positive impact on how staff teach this area of learning. For instance, they use everyday objects such as tubs to teach size and shape.
- Staff support children's language and communication skills. For example, they play alongside children and speak clearly, taking an interest in their discussion and introducing new vocabulary. Children enjoy familiar songs, rhymes and stories. However, occasionally, children do not respond to questions from staff as these are asked too quickly and do not help children to respond to enhance their speaking skills. In addition, staff bombard children with questions and do not give the children time to think or express their own ideas.
- The manager and staff have established effective partnerships with parents and other professionals involved in the children's care and learning. They inform

parents of the achievements their children make and talk to them on a daily basis about what they have done. However, routines for gathering information about children's experiences from home are not fully embedded in practice. This means staff are not able to assess the children's starting points accurately and provide activities to enrich children's current experiences from home to support their further learning.

- Staff track children's achievements closely and any gaps in their learning are swiftly picked up and addressed. They understand how children learn and use their knowledge to plan activities that are exciting and inspire the children to learn. This is evident as children use marbles and paint to make patterns. They become excited as they roll the marble in the tray and lines appear. This encourages them to try again and helps develop their creativity.
- The manager and staff take pride in the nursery and take effective steps to ensure children play in an extremely clean and well-maintained environment. Children's good health is promoted. Staff provide children with healthy and nutritious meals and snacks. They encourage children to drink water throughout the day to ensure they remain hydrated.
- Children frequently display positive behaviours. Staff act as good role models, offering children regular praise and encouragement. They guide children's behaviour well. For example, they explain about sharing toys and taking turns. Children play harmoniously and show kindness and consideration to others.
- Children are developing their independence. They choose what and where they want to play and confidently take care of their own self-care needs. For example, the older children put on their own coats, serve themselves their lunch and know to wash their hands before meals.
- Children learn about diversity and enjoy a wide range of experiences, which helps them to understand and respect differences between themselves and others. This includes playing with multicultural resources and celebrating religious festivals from around the world.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguard children and have undertaken training to help them understand the wider issues of child protection. They have a thorough understanding of the signs and symptoms that could indicate a child is at risk of harm, and who to contact if they have a concern. Security within the nursery is good. Staff check the nursery daily to identify any potential hazards and help to prevent accidents or injuries. The manager follows thorough recruitment procedures to ensure new staff are suitable and have the skills to work competently with children.

## What does the setting need to do to improve?

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

- develop the questioning skills of staff so that they build children's speaking skills more successfully
- provide children with more time to think and express their own ideas
- strengthen the gathering of information from parents about what their children know and can do when they first start at the nursery, to build on their experiences from home and future learning.

## Setting details

<b>Unique reference number</b>	EY544723
<b>Local authority</b>	Derby
<b>Inspection number</b>	10099605
<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>	2 to 14
<b>Total number of places</b>	72
<b>Number of children on roll</b>	345
<b>Name of registered person</b>	Whitehouse Day Nursery Limited
<b>Registered person unique reference number</b>	RP530867
<b>Telephone number</b>	01332 820404
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

White House Kids Club registered in 2017 and is situated in Derby. The nursery employs 16 members of childcare staff. Of these, the manager holds early years professional status and 10 other staff hold appropriate early years qualifications at level 2, 3 and 4. The setting is open from Monday to Friday from 7.30am until 6pm, all year round except for the week at Christmas and bank holidays. The setting is in receipt of funding for early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Hughes

## Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection. She spoke to the director of the nursery and the quality and development manager. She carried out a learning walk with the manager to discuss how she delivers the curriculum and held discussions with her throughout the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager. She discussed children's learning and development and the achievements they make.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection. In addition, she looked at questionnaires completed by parents and testimonials made by parents on the nursery's web page.
- The inspector sampled a wide range of documentation, including attendance records, evidence of staff suitability checks and qualifications. She also reviewed documentation linked to accidents, health and safety.

We carried out this inspection 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.

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