

Inspection of The Whitehouse Day Nursery

164 Derby Road, Borrowash, DERBY DE72 3HB

Inspection date: 14 April 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate that they are confident as they move around their rooms deciding what they want to play with. Children develop their physical skills. Pre-school children negotiate the steps as they climb to the top of the slide and safely turn around to come down. They balance on giant tyres and ride tricycles and scooters fast around the bicycle track. Younger children enjoy running up and down the field, and babies learn to pull themselves up to standing. They push baby walkers, which helps to strengthen their legs in preparation for walking.

Children have an eagerness to learn and spend long periods at their chosen activities. For example, children in the infant room thoroughly enjoy finding toy chicks inside the plastic eggs. Children use their small-muscle skills to twist the eggs and scream with excitement and shout 'another chick'. Pre-school children relish playing with the construction blocks. They look at books about buildings and recreate famous buildings, such as the Houses of Parliament, after looking at a book about London. Staff extend this activity and ask the children to find London on the map, which they do successfully. To further extend children's learning, staff encourage them to draw and make maps of their own.

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

- The manager and staff implement a broad curriculum. They know the skills children need for their future learning. For example, they provide opportunities for children to strengthen their arms so that they can hold tools. This will help children to eventually hold a pencil in preparation for writing. Children learn to make marks from an early age. For example, babies use chunky chalks to make dots, and the children in the infant room wave pieces of material in big circular movements.
- Staff promote children's language skills. They talk to babies so that they can hear words and they use good questioning skills for pre-school children to engage them in conversations. Staff support children with special educational needs and/or disabilities to develop their communication skills. For example, they introduce visual cards to help them to communicate their needs.
- Partnership with parents is strong. Staff involve the parents in their children's learning. They send home photos and comments about what their children are doing so that parents can continue their child's learning at home. Parents comment that the staff are friendly and understand their children's needs.
- Staff involve the parents in finding out about what their children's experiences are at home. They use their findings to implement activities to widen children's knowledge. For example, they have recently put in place a night camera so that children can see what animals are awake at night. In addition, they provide opportunities for children to learn about how plants grow. These activities help

children to learn about nature.

- Staff promote children's independence skills. They encourage children to 'have a go' as they complete tasks for themselves. For example, toddlers complete jigsaws, and children in the infant room use jugs to learn to fill and empty the buckets with water. Pre-school children demonstrate their independence skills as they put on their own coats to go outside to play, take themselves to the bathroom and blow their own noses.
- Overall, children's behaviour is good. For example, they take turns as they share the tweezers to pick up the pom-poms and the equipment in their sand play. However, on occasion, some indoor physical activities are not well organised and a small group of children lose interest and disengage. They run around the room and play guitars loudly. The noise level at this point is loud and disturbs other children who are playing close by.
- The manager supports her staff through regular supervision meetings to discuss their performance. Staff take part in regular training to help with their professional development. For example, they take part in a course to enhance children's communication. From this, they make changes to the rooms to create cosy areas for children to be able to sit and talk to each other.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection issues and have a secure understanding of the correct procedure to follow if they have concerns about a child's welfare. Staff complete regular training to strengthen their knowledge of child protection and have a broad understanding of wider aspects of safeguarding, such as the 'Prevent' duty. The manager implements robust recruitment and vetting procedures to ensure that staff are suitable to work with children. Staff are deployed effectively to supervise children. They work together with managers to carry out regular risk assessments, to ensure that the premises and outdoor area are safe and secure for all children.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to manage the noise levels in the pre-school room so that this does not impact on children's learning
- review how group activities are organised to ensure that all children are fully engaged, to extend learning opportunities further.

Setting details

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| Unique reference number | EY431769 |
| Local authority | Derby |
| Inspection number | 10219755 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 110 |
| Number of children on roll | 137 |
| Name of registered person | Whitehouse Day Nursery Limited |
| Registered person unique reference number | RP530867 |
| Telephone number | 01332 666 414 |
| Date of previous inspection | 4 August 2016 |

Information about this early years setting

The Whitehouse Day Nursery registered in 2011. The nursery employs 34 members of childcare staff, including the manager. Of these, 33 hold appropriate early years qualifications at level 2, 3 and 4. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector had a learning walk with the manager and the quality manager and discussed how they organise and implement the curriculum.
- The manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this has on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the staff and the children and considered the impact these have on children's learning.
- The parents spoke to the inspector on the telephone and in person about the nursery. The inspector took account of their views.
- The inspector had a discussion with the managers about training and how they evaluate their practice and that of the staff.
- The managers showed the inspector relevant documentation and evidence of the suitability of the staff.

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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