

Inspection of White Lodge Nursery

White Lodge, Holloway Hill, Lyne, Chertsey, Surrey KT16 0AE

Inspection date: 23 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

All children, particularly those with special educational needs and/or disabilities (SEND), have tremendous fun as they learn. They are eager to enter the warm, welcoming and inclusive environment. On arrival at the nursery, children become visibly excited in anticipation of being greeted by their key person. For instance, they move their body with pleasure and demonstrate that they feel happy, as they have huge smiles on their faces. These positive expressions show that children have developed secure attachments and feel safe and secure in the nursery. Children benefit from the manager and staff's high expectations of what they can achieve. Robust settling-in procedures enable staff to gather information from parents and other professionals involved in children's care. This ensures that children's overall needs are met from the outset. Staff are in tune with children's individual capabilities. They continually monitor children's progress to ensure that children continue to learn and develop in all areas.

Children have a positive attitude to learning and behave well. Staff are always close by to offer them support and reassurance as they play and test out new skills and learning. They use gentle words and give simple, clear explanations, making sure that children understand what is expected of them. Children develop the confidence they need to cope with change. This prepares them well for the next stage in their learning.

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

- The inspirational manager and her staff put the children at the heart of everything they do. They work extremely well to ensure that the medical, care and learning needs of all children are met. The manager is aware of the impact that the COVID-19 pandemic has had on children's learning and development. She has worked tirelessly with parents and other professionals to support children to catch up.
- Staff provide a broad range of activities. They are clear of what they want children to learn and teach in a way that excites and engages them. Staff support children's communication and language skills well. For instance, they repeat words, provide a dialogue and use a variety of communication methods, including sign language, to communicate to children. Children develop skills appropriate to their level of ability. They focus and concentrate for short periods and interact effectively with staff.
- Overall, staff have a good understanding of how children learn and support their learning well. Children show high levels of imagination during their play. For example, they pretend that carpet squares are stepping-stones and hop between these to avoid the 'lava' flowing on the floor. However, on occasion, staff provide some children with activities that are too challenging for their abilities.

Staff do not always recognise this and adapt their teaching to meet children's individual needs. For example, children struggle to use scissors and a large sandcastle mould. As a result, they cannot complete some tasks independently.

- Partnerships with parents are strong. Parents report that they feel confident that their children are safe and well looked after within the nursery. The communication between parents and staff is highly effective in ensuring that children's needs are consistently met. Parents comment that children have made astonishing progress since attending the nursery. They value the many ways that staff communicate with them, including through daily feedback, parent evenings, communication books and weekly newsletters. These positive interactions help to provide continuity in children's care and learning.
- Leaders and managers are committed to the ongoing professional development of the team. They ensure that staff complete targeted training to enable them to meet the specific needs of the children in their care. For example, staff have completed training on how to support children with cochlear implants. This has helped staff to develop a greater understanding of the importance of fitting these in a quiet area, so that children do not become overwhelmed by sudden sounds.
- Overall, staff promote children's health and well-being effectively. Children benefit from regular fresh air and exercise. For instance, they play outdoors in the well-resourced garden. Children follow good hygiene routines and participate in activities to help them to learn how to brush their teeth. These positive experiences help to support children's physical and emotional health. Staff encourage parents to provide healthy meals and snacks. However, at times, they miss opportunities to teach children about the benefits of healthy eating and how this affects their bodies.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff understand their responsibilities in keeping children safe. She has robust procedures in place for the safer recruitment of staff, including suitability checks. Staff know the signs and symptoms of abuse and neglect and how this might indicate children are at risk. This includes children being exposed to possible exploitation. Staff know how to record and refer their concerns, including the whistle-blowing procedures, if required. Staff complete daily checks and risk assessments for the setting. This helps to provide children with a safe environment.

What does the setting need to do to improve?

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

- continue to provide support to staff to help them to recognise when they need

to adapt their teaching in response to children's existing skills

- provide more consistent opportunities for children to develop their awareness of making healthy food choices and understand how this contributes towards their health and well-being.

Setting details

Unique reference number	120311
Local authority	Surrey
Inspection number	10128670
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	21
Name of registered person	White Lodge Centre
Registered person unique reference number	RP524781
Telephone number	01932 567131
Date of previous inspection	16 March 2016

Information about this early years setting

White Lodge Nursery registered in 1998. It operates from the White Lodge Centre in Chertsey, Surrey. The nursery specialises in provided care and education for children with SEND. The nursery operates during school term time only, from 9.30am to 3.30pm, Monday to Friday. The nursery receives funding to provide free early education to children aged two, three and four years. The setting employs 10 members of staff, including the manager. Of these, one holds a level seven qualification, three hold level six and all other staff are qualified at level three.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector asked staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- The views of the parents were gathered through face-to-face discussion and written feedback.

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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