

Inspection of Whipperley Nursery

Whipperley Ring, LUTON LU1 5QY

Inspection date: 28 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

Children are greeted at the nursery door by kind and smiling staff who help them to settle quickly. They form strong relationships with staff and seek them out for comfort and support. Children engage in a wide range of enticing activities. Inside, children enjoy small-group activities. For example, they learn to manipulate malleable materials as they sing action songs. This helps children to strengthen their hand muscles in preparation for mark making. Children listen to stories regularly. Puppets and props are used to engage children's interest. Outdoors, children develop their physical skills as they excitedly fill and empty water containers. Young children develop their understanding of cause and effect. They curiously explore sounds and textures as they play with cereals and shredded paper.

Children demonstrate positive, friendly behaviours. For example, they learn about the 'golden values' through verbal and visual reminders. Young children use excellent table manners as they wait patiently for their lunch to arrive. They engage visitors in conversations about their home lives and show them pictures they have drawn. Children learn to be healthy. At snack time, they wash their hands and select fruit to eat independently. They pour their own drinks and tidy away afterwards. Children learn the importance of oral health as they regularly practise brushing their teeth.

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

- The nursery remained open during the COVID-19 pandemic. The manager and staff understand the long-term impact that the pandemic has had on children's development, specifically on their speech and language. Therefore, children's language and communication are a top priority. Staff provide a language-rich environment. They use visual aids and sign language to support children's communication development. For example, children learn to sign 'please' and 'thank you' as they talk. Staff skilfully develop children's concentration through engaging group times. Children giggle happily as they sing and sign songs together.
- Staff create a sequenced curriculum that incorporates children's evolving interests. They demonstrate an in-depth knowledge of each child and talk about their next steps of learning. Staff use this knowledge effectively as children transition throughout the nursery and on to school. They work closely with schools to prepare children for the challenges ahead. Staff monitor children's development and identify any gaps in their learning. Children with additional needs are well supported through appropriate personalised planning methods.
- Staff use opportunities as children play to enhance their understanding of mathematical concepts. They encourage children to count and identify colours as

they collect items into bowls. Children develop a love of books as staff engage them in regular story times. They access books independently in cosy corners with soft furnishings. Staff use stories to spark conversations about children's real-life experiences. This helps to extend and deepen children's understanding of the world around them.

- Children are learning to become independent. While young children learn to feed themselves, using forks and spoons, older children practise putting on their own coats. Staff support children to learn to share and take turns. However, staff do not always teach children methods for managing conflict independently.
- Managers lead a dedicated and motivated staff team. They place high value on staff's well-being. Students feel that they are continuously learning new skills and gaining valuable knowledge. Staff comment on the supportive atmosphere that managers create. They relish their roles and responsibilities. Staff receive regular supervision and discuss opportunities to improve their practice through training.
- Parents are pleased with the care their children receive at the nursery. They appreciate the termly reports they receive which detail their children's developmental progress. Parents say that their children develop confidence and learn the importance of making good choices. They feel that their children are prepared well for school. Parents of children with special educational needs and/or disabilities feel valued and supported. Staff work with parents and outside agencies to ensure that appropriate strategies are used effectively. This supports children to take part in daily routine activities. Staff use various methods to communicate effectively with all families.

Safeguarding

The arrangements for safeguarding are effective.

Managers have a good knowledge of safer recruitment procedures. This helps to ensure that all staff working with children are suitable to do so. Staff attend regular in-house safeguarding training and know about local child protection procedures. They understand the whistle-blowing procedure and what to do if they have a concern about a colleague. All staff are aware of the indicators of abuse and how to report concerns appropriately. Effective risk assessments are in place to ensure that children can play safely inside and outside.

What does the setting need to do to improve?

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

- review how children are supported to manage conflicts between themselves.

Setting details

Unique reference number	EY449724
Local authority	Luton
Inspection number	10137448
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	84
Number of children on roll	151
Name of registered person	Whipperley Nursery & Children's Centre Committee
Registered person unique reference number	RP908442
Telephone number	01582488392
Date of previous inspection	7 May 2013

Information about this early years setting

Whipperley Nursery registered in 2004 and is situated in the grounds of Whipperley Infant School, Luton. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The manager and the deputy manager hold management and leadership qualifications at level 5 and level 6. The nursery is open from Monday to Friday for 48 weeks of the year. Sessions are from 8am and 6pm. The nursery offers a variety of sessions, including a breakfast club, an after-school club, extended care and a holiday club.

Information about this inspection

Inspector

Rachael Small

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 and the manager had a learning walk across all areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the deputy manager.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector held a number of discussions with staff at appropriate times during the inspection and spoke to children. She also took account of the views of parents spoken to on the day.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.

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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