

Inspection of White House Nursery

97 West End Road, Ruislip, Middlesex HA4 6JN

Inspection date:

28 July 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders have not ensured that staff recruitment and vetting processes are followed robustly. For instance, at times, new staff work with children unsupervised without Disclosure and Barring Service checks. In addition, some staff have a weak knowledge of safeguarding procedures. This means children's safety cannot be assured.

Children do not benefit from high-quality teaching as the arrangements for mentoring, coaching and ongoing professional development of staff are not effective. Although the educational programmes are planned to support independence and confidence, staff fail to recognise opportunities as they arise. For example, some children are not given opportunities to dress themselves even when they attempt to do so. Instead, staff complete the task for them. This does not build well enough on what the children can already do and challenge them further.

Despite these weaknesses, children play in a well-laid-out environment. Communication with other settings ensures that children's transitions are supported and information shared well. The use of 'home-work' books between the setting and families ensures that children's learning is supported at home. Staff provide a varied curriculum that helps children to develop new knowledge for future learning. For example, children benefit from daily opportunities to be active and to learn about the local community.

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

- The manager does not consistently follow safe recruitment procedures. For example, staff whose checks have not been completed to verify their suitability are left alone and unsupervised with children. In addition, staff do not fully understand their roles and responsibilities when it comes to safeguarding the welfare of children. This breach in requirements has a significant impact on children's safety and welfare.
- Some adults working with children do not have up-to-date safeguarding knowledge. They have limited knowledge of how to recognise if a child and family are at risk of radicalisation, in line with the 'Prevent' duty guidance. Some staff are unsure of how to manage allegations about staff. This also compromises children's overall welfare.
- Leaders have systems in place to monitor the quality of teaching and provide staff with feedback. However, the manager recognises that motivating her staff to develop their knowledge and skills is a weakness. Some staff are reluctant to attend training or to develop their skills. As a result, their personal effectiveness and teaching skills are not developing as well as they should be.

- Overall, staff make learning enjoyable and interesting, and children make some progress in relation to their starting points. On occasions, however, staff miss opportunities to fully extend and challenge children's learning. For instance, they do not fully encourage children to have a go and extend their thinking skills when they face challenges during an outdoor activity.
- Staff are not clear about what they want children to learn or why. The provider states that she wants staff to focus learning around the children's interests. However, activities tend to be adult-led with limited challenges. For example, some children practise pouring their own drinks at mealtimes. However, other children are not given the chance to practise. Instead, they are discouraged from having a go.
- Staff keep parents well informed about their children's development. Consequently, parents are very positive about staff and their experiences at the nursery. They state that staff are attentive and welcoming and that they can see progress in their children's learning.
- Staff do not fully support children's developing understanding of when they might be at risk, including when using the internet, digital technology and social media. For instance, they have not worked with parents to help them gain a greater understanding of this aspect of children's learning.
- Children are supported to adopt healthy lifestyles. For example, they eat a range of healthy snacks and meals. Children are encouraged to develop their ability to listen and wait during a communication and language activity. They remain engaged for periods of time without losing interest. Children engage in vigorous activity outdoors as they climb and manoeuvre outdoor equipment with ease.

Safeguarding

The arrangements for safeguarding are not effective.

Due to a number of breaches of the safeguarding and welfare requirements, children's overall safety cannot be guaranteed. Vetting procedures are weak. Although the manager obtains evidence of suitability check information for staff, she does not ensure that new staff whose suitability checks have not been done are not left unsupervised with children. In addition, not all staff are confident at recognising possible signs that may indicate a child is at risk of harm. They have a weak understanding of some safeguarding concerns, such as children at risk of female genital mutilation. Despite this, staff carry out risk assessments of the indoors and outdoor spaces. This helps to reduce any hazards or injuries.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure robust recruitment and vetting checks are completed for all staff before allowing them to have unsupervised contact with children	16/09/2022
ensure all staff have an up-to-date understanding of safeguarding issues and are able to follow correct reporting procedures	16/09/2022
improve the quality of teaching and ensure weak practice is swiftly addressed through an effective system of coaching and continuing professional development	16/09/2022
ensure staff are fully knowledgeable and skilled in implementing a challenging curriculum for all children to reach their full potential.	16/09/2022

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

- work with parents and children to promote their understanding of online safety.

Setting details

Unique reference number	139185
Local authority	Hillingdon
Inspection number	10219673
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	1 to 4
Total number of places	22
Number of children on roll	36
Name of registered person	Chilcott, Deborah
Registered person unique reference number	RP511705
Telephone number	01895 632 681
Date of previous inspection	16 August 2016

Information about this early years setting

White House Nursery registered in 1997 and is situated in Ruislip, Middlesex. It is open each weekday from 8am to 6pm, all year round, apart from bank holidays and a week at Christmas. The nursery receives funding to provide free early education to children aged three and four years. There are nine members of staff, five of whom hold qualifications from level 3 to level 6.

Information about this inspection

Inspector
Christine Wilkinson

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 their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views through their verbal 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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