

Inspection of White House Nursery Shirland

Main Road, Shirland, ALFRETON, Derbyshire DE55 6BB

Inspection date: 23 February 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children throughout the setting play happily and are excited by the inviting activities and resources on offer. Staff are attentive and quickly engage children as they draw them in, encouraging them to take part and share in the fun. They take time to carefully observe children and build a secure understanding of children's interests and developmental needs. For example, children enjoy handling and playing with natural materials, and so staff add a wide variety of loose parts into children's play areas to encourage independent exploration. Babies delight in these experiences, focusing their attention as they work out how to push wooden pegs through curtain rings. They look up and smile when staff clap and praise their efforts and repeat the action again. Children demonstrate that they feel secure and settled in the nurturing environment.

Children join in enthusiastically during outdoor games with their friends. They listen carefully and learn to follow instructions. Children behave well and play cooperatively. When playing a parachute game, children laugh and giggle as they practise moving their bodies in different ways, while staff sing along to a familiar song. Children benefit from regular opportunities to get fresh air and make good progress in their physical development.

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

- Children develop a strong sense of belonging that helps them to settle quickly and form positive relationships with the staff. Staff are skilled in fostering children's emotional security. In the baby room, children feel reassured seeing photo displays of their families, and they delight in looking at and sharing them with their key person and other children.
- Leaders and managers are experienced and skilled. They are passionate about shaping a curriculum that helps all children reach their full potential. Staff benefit from regular training opportunities to further develop their knowledge of child development and effective practice. Most recently, staff have focused on supporting children's language development. Managers and staff are reflective and continually consider how they can adapt and further improve the provision.
- Staff support children well and have high aspirations for their behaviour. Children learn to be polite and develop good manners, especially at mealtimes. At times in the toddler room, less-experienced staff struggle to effectively engage with children or help them to manage their behaviour. This leads to some children disengaging with activities and disrupting others.
- Staff give very good attention to developing children's love of books and stories. Storytime is a key part of the day and one which all children enjoy. Babies snuggle up with an adult to share a book, and toddlers proudly point and name the main features of the 'Gruffalo' while they look through the book together.

Older children are keen to select books independently and demonstrate good listening skills during group story times.

- Children's communication and social skills are promoted well at mealtimes. Staff engage children in lively conversation, and children are keen to share their news and ideas with others. They confidently express their needs to staff, politely asking for another drink or requesting a second helping. Children enjoy the nutritious, home-cooked meals, exclaiming 'this is tasty'.
- Parents and carers appreciate the welcoming atmosphere. They comment that staff take time to share information about their child's progress and development. This helps them know what their child is working on and how they can support learning at home. Parents feel reassured that staff tailor care to meet children's individual needs.
- Staff interact well with children during their play and activities. They use careful questioning to find out what children already know and support them to build on their previous learning. Children demonstrate their awareness of some mathematical concepts by ordering and matching objects and spontaneously counting while they are playing. However, children are not always encouraged to use or further develop their understanding of mathematical language, for example when playing in the water or during physical activities.

Safeguarding

The arrangements for safeguarding are effective.

The management team implements thorough vetting procedures to ensure all staff are suitable to work with children. New staff receive detailed induction training when they first start to ensure they have a secure understanding of the setting's policies and procedures. Staff have a good knowledge of the signs and symptoms of abuse and understand how to report concerns. They develop their knowledge of local safeguarding concerns, such as online safety and county lines, through regular training opportunities. Most staff hold relevant paediatric first-aid qualifications and know how to respond swiftly to accidents. Staff take appropriate action to make sure the environment is safe and secure in all areas.

What does the setting need to do to improve?

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

- review staff deployment in the toddler room to ensure staff are able to effectively meet the needs of all children and manage their behaviour
- support staff to further develop children's mathematical language through play activities.

Setting details

Unique reference number	2648487
Local authority	Derbyshire
Inspection number	10266560
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	55
Number of children on roll	85
Name of registered person	White House Next Gen Ltd
Registered person unique reference number	2648486
Telephone number	01773 830850
Date of previous inspection	Not applicable

Information about this early years setting

White House Nursery Shirland registered in September 2021 and is located in the Shirland area of Derbyshire. The setting is open from 7.30am until 6pm, Monday to Friday. It opens all year round, only closing for one week at Christmas and for bank holidays. The setting employs 18 members of childcare staff. Of these, 11 members of staff hold an appropriate early years qualification at level 3. The manager holds a level 4 qualification and two members of staff are qualified to level 6. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Scheel

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 deputy joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an outdoor group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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