

# Inspection of Whitehouse Day Nursery (Oakwood)

Hill House, Morley Road, Derby DE21 4QZ

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Inspection date: 3 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 eager to learn in this nurturing environment. They are confident and demonstrate a sense of belonging. For instance, when children arrive, they look for their names for self-registration. Furthermore, family photographs are displayed to show children who are special to them. Children are engaged in their play and develop positive relationships with their peers and staff. For example, three-year-old children play cooperatively together in the role-play area. They talk about the sequence of washing the pots in the play kitchen. They remember to stack plates with the largest on the bottom, so they do not topple over.

Children develop their physical skills through a range of stimulating experiences. They spend time in the outdoor areas, where they build their core strength and agility. Babies who are starting to toddle are provided with walking aids. They excitedly push them along, with careful encouragement from the staff. Two-year-old children take part in 'dough disco'. They follow the direction of staff, using their small-muscle skills to roll and squish play dough. Children eagerly roll the play dough fast and slow between their hands to create wiggly worms. They then pretend to be crocodiles, clapping their hands together to flatten the dough. This helps children to develop hand-to-eye coordination and strengthens their finger muscles.

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

- Staff are good role models and have high expectations for children's behaviour. Children are kind and respectful towards each other. For example, pre-school children willingly share the resources and take turns during group activities. Younger children seek out their friends to share stories and help them to pick up resources.
- Parents have lots of positive things to say about the nursery. They comment that families are made to feel welcome and staff adopt a personalised approach, encouraging their child's personality to shine. Parents appreciate that staff share information to keep them up to date with their child's progress. They can borrow resources and books from the nursery library to help support children's learning at home and to foster their love of books.
- Support for children with special educational needs and/or disabilities is excellent. The special educational needs coordinators are well trained and knowledgeable in their roles. Staff work in partnership with external agencies and parents to implement targeted learning plans. This helps children to make good progress from their starting points.
- Leaders have a clear ambition for the nursery. They hold regular supervision meetings with staff to support their professional development and check on their

well-being. Staff comment that they feel valued and have manageable workloads. They independently research relevant subjects and access training to extend their knowledge. Staff use these new skills to improve outcomes for children.

- Children are starting to learn the importance of healthy lifestyles and good oral hygiene through the curriculum. Staff have developed links with a local dentist and share information with parents. They support children to manage their personal needs. For example, children independently use the toilet and wash their hands.
- Overall, the staff support children's communication and language well. They talk to children as they play and aim to help them build a wide vocabulary. For example, pre-school children take part in a 'story tins' session. Each child takes a turn to use their imagination to tell a part of the story. The other children use their listening and attention skills to help extend the story even further. That said, there are a small number of children who sometimes find the busy rooms overwhelming. For these children, staff have been less proactive in finding a method of helping them to be even more confident communicators.
- Staff skilfully weave mathematics into children's play through their interests. For example, children show an interest in dinosaurs. They play hide and seek with them in the sand. Staff and children count to 10 and search for the hidden dinosaurs. Staff extend their learning by comparing their sizes. Children line them up to discover which is the tallest and which is the smallest.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to safeguard children. Staff know who the designated safeguarding leads are and what to do should they have any concerns about the welfare of children. They know the signs that indicate a child may be at risk from harm or abuse and how to report their concerns. There are good arrangements in the nursery to promote children's safety. For example, staff keep up to date with the guidelines for safe sleeping. They take appropriate steps to minimise the risk of children choking during mealtimes. Leaders follow a thorough recruitment procedure when employing new staff.

## **What does the setting need to do to improve?**

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

- consistently deliver a curriculum that supports all children to be even more confident communicators.

## Setting details

<b>Unique reference number</b>	EY469540
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10275335
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	91
<b>Number of children on roll</b>	129
<b>Name of registered person</b>	Whitehouse Day Nursery Limited
<b>Registered person unique reference number</b>	RP530867
<b>Telephone number</b>	01332662175
<b>Date of previous inspection</b>	8 December 2017

## Information about this early years setting

Whitehouse Day Nursery (Oakwood) registered in 2013 and is located in Derbyshire. The nursery employs 29 members of childcare staff. Of these, 19 hold an appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, for 51 weeks of the year, excluding bank holidays. 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

### Inspectors

Kelly Langley  
Sheena Gibson

## Inspection activities

- The inspectors discussed the impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors and management completed a learning walk together. The inspectors spoke with the management to gain an understanding of their curriculum intent.
- The inspectors observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children at appropriate times during the inspection.
- The inspectors completed joint observations with the manager.
- The inspectors looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to parents during the inspection and took account of their views.

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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