

Inspection of The White House Nursery and Preschool

149 Ladies Mile Road, Brighton BN1 8TB

Inspection date:

14 August 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The new manager has swiftly made changes to ensure that children play safely and are cared for by enough qualified staff. These improvements have helped raise the quality of the provision. Staff have warm and caring relationships with children. They offer them reassurance and comfort when required. This helps children settle quickly when they arrive and feel safe and secure.

Overall, staff gently guide and support children to help them behave well. They establish clear routines so that children know what is expected of them. The youngest children remember that they need to wash their hands before they eat. Older children learn to wait patiently for their turn in a game. However, at times, some children lose interest in activities as they do not receive enough support to take part. This affects their attitude to learning and behaviour at these times.

Staff plan a wide range of interesting experiences for children. However, the quality of teaching varies, and some staff offer children better support than others. Activities do not always build well enough on what children already know and can do. At times, children with special educational needs and/or disabilities (SEND) do not get all of the help they need. Children enjoy activities and most happily take part, but they do not consistently make the progress they are capable of.

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

- Managers monitor the provision closely. They are committed to improving standards and ensuring requirements are met. Staff receive support and coaching to help them develop their practice and understand their roles. Managers ensure that staff working with babies are suitably trained. This has had a positive impact on the care that children receive.
- Staff have developed their skills in supporting children's learning. They are aware of children's interests, and now have a better idea of what children are ready to learn next. They identify what they want children to learn from some activities. However, staff do not always focus enough on this when children take part. Activities and experiences are not planned well enough to consistently build on children's knowledge and skills. This affects how quickly children move forward in their learning.
- Children with SEND form strong bonds with staff and are happy and settled. Managers make sure that appropriate support strategies and individual plans are in place. However, staff do not implement these consistently to help children make steady progress. For example, at times, staff do not use the agreed strategies to help children communicate. In addition, children with SEND do not always receive enough support to fully participate in activities.
- Staff get to know children well and are sensitive to their individual needs. They

offer children sensitive guidance to help them understand and manage their emotions. Children learn to talk about how they feel and think about the feelings of others. Staff use effective strategies, such as a sand timer and special songs, to help children learn to be kind and helpful. Children understand when they have a few more minutes of play time left before they need to tidy up the room.

- Children benefit from some good support to develop their communication and language skills. Staff engage them in conversations, sing songs and tell them stories. Children are eager to answer questions and practise new words. Staff teach younger children simple sign language and children use this confidently to say 'please' and 'more'. However, children who speak more than one language at home do not have opportunities to hear and use the other languages that are important to them. This does not fully support their language development or promote other children's understanding of diversity.
- Children thoroughly enjoy practising their physical skills. They run, jump, climb and enjoy games with staff outside in the garden. Staff teach them about healthy practices, such as having a drink after exercise. Toddlers remember that tables must be wiped before meals, and preschool children learn that if you drop your spoon on the floor it will be dirty.
- Staff encourage children to do things for themselves, so they become more independent and are prepared for their future learning. For example, pre-school children confidently serve their own lunch using big spoons and attempt to put their boots on to play outside. Babies help themselves to resources and learn to go up and down the stairs carefully.
- Parents are pleased with the recent changes to the nursery and recognise the improvements in practice. Staff work with them closely to meet children's needs and provide daily feedback to keep them informed. They offer parents some ideas and suggestions to help them continue their child's learning at home. For example, parents and children can borrow books to share at home, to help encourage a love of reading.

Safeguarding

The arrangements for safeguarding are effective.

Managers follow robust recruitment procedures to make sure that staff are suitable to work with children. They have introduced rigorous induction and training for staff to improve practice. Staff have developed their knowledge of safeguarding. They check the environment daily and take appropriate action to protect children. For example, they ensure that children cannot access unsafe areas of the premises used for storage. They have also recently made the premises more secure. Staff are familiar with possible signs of abuse or neglect. They understand what to do if they have a concern about a child or a colleague's behaviour.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop a challenging and ambitious curriculum that helps all children build on what they already know and can do	05/09/2023
put in place effective arrangements to provide consistent support for children with SEND.	05/09/2023

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

- increase support for children to hear and use other languages they speak at home within their play and learning.

Setting details

Unique reference number	2654074
Local authority	Brighton and Hove
Inspection number	10282366
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	1 to 4
Total number of places	95
Number of children on roll	36
Name of registered person	The Madisson Agency Limited
Registered person unique reference number	2654075
Telephone number	07909835154
Date of previous inspection	20 February 2023

Information about this early years setting

The White House Nursery and Preschool registered in 2021. It is located in Brighton, East Sussex. The nursery is open from 7.30am to 6.30pm each weekday throughout the year. There are 12 staff working with the children, of whom six hold appropriate qualifications. The provider receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Rebecca James

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned activity.
- The inspector talked to the manager, staff and children at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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