

# Inspection of Whitehouse Day Nursery

331 Norwood Road, London SE24 9AH

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Inspection date: 25 October 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 settle well in this caring, homely nursery. Children have warm, close relationships with staff, who value each child highly. Staff ensure that children feel confident and secure by taking time to get to know them. For instance, staff cater for their likes and dislikes in activities and routines. They have high expectations of children and manage their behaviour well. For example, staff talk to children to help them to resolve any disagreements fairly. Children behave well.

The curriculum is broad and stimulating and children make good progress. Children gain a good understanding of the world. For instance, staff plant tomatoes with children in the garden to teach them how things grow. They go on bug hunts around the garden and children take great delight in finding snails and worms. Staff teach children about the differences between the minibeasts. Children gain good mathematical skills. Staff teach them to count, for example, by playing 'What's the time, Mr Wolf?' in the garden and they sing number songs. Staff teach children about different shapes as they complete puzzles. Children gain good understanding about difference. Staff discuss and celebrate special cultural and religious events with children. Children play with toys and resources that reflect different races and cultures. They learn useful skills in preparation for school.

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

- Children gain good physical skills. They practise their climbing skills up ladders and across frames and balance skilfully on wooden planks. Staff organise group games, where children learn to throw and catch balls.
- Staff teach children good communication, language and literacy skills. For example, staff introduce children to new words during activities and when they read stories to them. Staff sing nursery rhymes and action songs, which support children's language skills well.
- Children gain good independence skills. Staff teach them to peel their own fruit at snack times and children pour their own drinks. They learn to put on their outdoor boots and coats when they go out into the garden. All children help to tidy up when they have finished playing.
- Staff support children's creative development well. Younger children enjoy exploring the texture of different materials, such as mesh, ribbon and tissue paper, to make a collage. Children create models from play dough and paint and draw pictures.
- Children learn to share and take turns. For instance, they take turns during organised outdoor group games and when serving themselves at mealtimes. During group discussions, children learn to take turns to speak and listen.
- Staff work in good partnership with parents and give parents regular updates on children's progress. They suggest activities for parents to do with their children

to support their learning. Some comments from parents include, 'the food is good' and 'staff are very caring'.

- The manager supports staff effectively. She meets with each member of staff regularly to review work and provide support. The manager monitors the quality of teaching well, for example, by spending time in the group rooms to observe and feedback to staff. The manager ensures that staff have good opportunities to update their skills and knowledge by going on training courses. For instance, staff attended a course on developing children's mathematical skills, which led to better outcomes for children.
- Children have good awareness of different emotions. For instance, staff show pictures of different feelings and talk to children about how they are feeling each day. This helps children to gain understanding about a variety of emotions.
- The manager reflects on all aspects of the nursery and has clear thoughts about where improvements can be made. For example, she plans to develop the outdoor area further to provide more exploratory opportunities for children to enhance their learning.
- Children play regularly outdoors as part of the daily routine. However, a review of the use of the pre-school environment should be undertaken in order to further enhance the provision for those that learn best outdoors, especially the older children.
- The manager provides daily healthy routines for children, including daily physical exercise and nutritional meals and snacks. However, although staff have begun to teach children about oral hygiene, this has not been fully developed to embed their learning further.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant about maintaining high levels of safety to protect children from harm. They carry out daily risk assessments covering all parts of the nursery, indoors and outdoors, to reduce the risk of hazards. The manager has a robust recruitment procedure, which involves comprehensive background checks on staff. This helps to ensure that they are suitable for their roles. Staff have good safeguarding knowledge. They are aware of signs to look out for that might indicate that a child is at risk of abuse. Staff attend regular safeguarding training updates and know the procedures to follow to report their concerns.

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

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

- consider the use of the pre-school environment to further enhance the provision for those children that learn best outdoors
- strengthen children's awareness of oral hygiene further.

## Setting details

<b>Unique reference number</b>	144729
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10308020
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Ahmed, Sofie
<b>Registered person unique reference number</b>	RP906363
<b>Telephone number</b>	02086717362
<b>Date of previous inspection</b>	15 March 2018

## Information about this early years setting

Whitehouse Day Nursery registered in 1991. The nursery is located in Tulse Hill in the London Borough of Lambeth. It is open from Monday to Friday from 8am to 6pm for 51 weeks of the year and is closed on public bank holidays. There are eight staff, including the manager, seven of whom hold appropriate early years qualifications. The nursery accepts funding for free early years education for children aged two and three years.

## Information about this inspection

### Inspector

Jenny Beckles

## 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 setting.
- The manager carried out a joint observation of a group activity with the inspector.
- During the inspection, the inspector went on a learning walk around the nursery with the manager to discuss the aims of the curriculum.
- The inspector observed the interaction between staff and children and spoke with children, when appropriate.
- During the inspection, the inspector held a meeting with the manager and sampled some documentation.
- The inspector considered the views of staff and parents during the inspection.

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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