

Inspection of Whytebeams

St. John the Baptist Church Hall, Dale Road, PURLEY, Surrey CR8 2EF

Inspection date: 17 September 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff are friendly and cheerful in their interactions with children. They work well as a team to provide a positive environment in which children settle well and thrive. Children show that they are happy, as they are eager to share their play experiences with staff and their peers. For example, young children say to staff 'will you come to the farm with me?', and they have fun as staff join in their imaginary play. Older children are eager to play with their friends. Staff encourage children's interactions with each other as they make flower bouquets using role-play resources.

Staff promote opportunities for children to build on their physical skills. Children learn to walk safely on the balancing beams and they stretch their arms out to balance. Staff teach them to use 'walking feet' indoors. Children behave well and develop an understanding of rules and boundaries.

The provider has high ambition for all children, including those with special educational needs and/or disabilities (SEND). Overall, the curriculum helps to support individual children's progress from their starting points and prepare them for next stages in their learning. Children who speak English as an additional language gain confidence in communicating with their peers.

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

- The provider ensures that there are sufficient staff to meet the ratio requirements. They ensure that staff deployment is effective to meet children's needs, and the premises are safe for children's use. They have reflected on and improved the procedures to share information with the parents, particularly in relation to any accidents at the setting.
- The provider monitors staff practice regularly and ensures that they receive training and support to deliver quality learning experiences for children. Key persons know individual children well and identify meaningful next steps in children's learning. However, some aspects of curriculum planning and delivery are not fully embedded to enhance outcomes for children across the provision.
- Staff provide exciting opportunities to stimulate children's creativity. They introduce children to experiments that help them to learn about colour mixing. Children learn to make a 'colour monster' with paints. Staff teach children to 'squeeze the bubble' to release paint from a pipette, and to 'blow' paint using a straw to make marks on paper.
- Staff skilfully promote children's vocabulary. During book reading activities, they encourage children to remember and recall what they have learned. Young children know that a baby sheep is called a 'lamb' and not a 'kitten'. Staff introduce children to prepositions, such as 'on' and 'under'. They provide

opportunities for children to explore the meaning of these words through play.

- Staff are good role models. They provide clear guidance and support to help children understand what is expected of their behaviour. Children understand the routines at the setting. For example, they form a queue and wait for their turn to wash hands before snack time.
- Staff introduce children to celebrations around the world. They provide opportunities for children to show and tell their friends about an object of interest, which they bring from their home. However, they do not provide consistent opportunities for children to explore books and resources that reflect the diverse world and what makes them and their families unique.
- Staff work closely with parents to help children learn to make healthy choices. They provide healthy snacks for children and teach them hygiene practices, such as washing their hands at appropriate times.
- Staff are supportive when children explore new skills, such as learning to use a hole puncher. They use these opportunities to support older children to learn to follow verbal instructions and complete the task. They praise children for their achievements. Children build confidence in their abilities.
- Parents provide highly positive views about the staff and the key-person system. They state that their children have settled well. Key persons of children with SEND work closely with parents to meet the needs of individual children. Partnerships with other professionals are strong.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- increase opportunities for children to extend their understanding of the diverse world and what makes them and their families unique
- strengthen staff's skills to embed the consistent planning and delivery of the curriculum across the provision.

Setting details

Unique reference number	125060
Local authority	Croydon
Inspection number	10364670
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	48
Number of children on roll	41
Name of registered person	Whytebeams Limited
Registered person unique reference number	RP906964
Telephone number	020 8660 1641
Date of previous inspection	6 March 2020

Information about this early years setting

Whytebeams registered in 1995. The nursery operates from a church hall in Purley, Surrey. Sessions run on Monday, Tuesday and Thursday from 9am to midday and midday to 3pm, and Friday from 9am to midday. It offers funded nursery education sessions for children aged two and three years. There are 13 members of staff, of whom six have relevant childcare qualifications.

Information about this inspection

Inspector

Geetha Ramesh

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector took account of the views of parents, staff and children.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of a small-group activity.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector held discussions with the management team at appropriate times.

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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