

White House Day Nursery Alvaston

95 Shardlow Road, Alvaston, DERBY, DE24 0JR

Inspection date

Previous inspection date

11/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff interaction is very good and supports children well in developing relationships with others. As a result, children form firm friendships with one another.
- Children enjoy their time as they play and learn in a supportive caring environment. The friendly dedicated staff team work hard to ensure children make good progress in relation to their starting points.
- Leadership and management is strong and there is a clear motivation to develop the nursery in order to improve opportunities for children's learning.
- Partnership with parents is strong. Staff and parents communicate very well, which helps children's continuity of learning and care.

It is not yet outstanding because

- Staff do not consistently use mathematical language in everyday routines or play in order to extend children's understanding of numbers and shapes and enhance their mathematical skills.
- The outdoor environment is not sufficiently utilised to fully support children's learning so that they can explore and investigate the natural world.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the children, parents, staff and management throughout the inspection.
- The inspector observed children during free play, focused activities, outside play and meal times.
- The inspector completed a tour of the premises to check it was safe and clean for children.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked the qualifications of staff and the nursery documentation.

Inspector

Janice Hughes

Full Report

Information about the setting

White House Day Nursery was registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned by The White House Day Nursery Limited. It operates from a large detached house and a single annexe in the Alvaston area of Derby. There is no lift to the first floor of the house. The nursery serves the local area and surrounding areas and has links with the local school. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. It is open from 7.30am until 6pm. Children are able to attend for a variety of sessions. There are currently 68 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 20 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and 11 hold appropriate early years qualifications at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- develop the educational programme for mathematics further by: providing further opportunities for children to hear and use mathematical language, such as encouraging children to sort the toys as they tidy up or counting the pieces of fruit on their plates at snack time
- maximise the use of the outdoor environment to further support children's learning so that they have greater opportunities to explore the natural world.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure knowledge of the learning and development requirements of the Statutory Framework for Early Years Foundation Stage. They understand children's individual needs because they talk to parents at the children's settling-in times and find out about their child's interests. Staff use this information along with their own initial observations to plan activities that capture and engage children effectively. This information forms children's starting points for learning. As a result, children settle quickly into the nursery because they are interested and well motivated. Staff continually observe children on a regular basis. They skilfully analyse the information they gather to identify

the next steps in children's learning and inform planning. Staff provide an exciting and stimulating educational programme that challenges children's individual learning. Consequently, children are making good progress towards the early learning goals. Staff successfully implement the progress check at age two so they are able to identify when early intervention is needed. This means children receive the appropriate support to meet their learning needs.

The baby room is very relaxing and calm and staff tune into the babies' needs sensitively because they know them very well. Staff provide a wonderful enabling environment for babies to learn and challenge them to explore and investigate many things. For example, babies are curious about 'treasure bottles', as they turn them upside down and watch the glitter float to the bottom of the bottle. They scream with glee as they recognise their parents when they look at photographs on the wall. These opportunities help babies to find out how things work and develop a strong sense of belonging.

Communication and language is fostered well and all staff model skills for language. They speak clearly, provide children with new words to increase their vocabulary and involve the children in constant conversation. This helps to increase children's understanding of language and encourages them to respond to the conversations. For example, young children watch with fascination as the snow falls, pointing and laughing as it reaches the ground. Staff use this opportunity to bring some snow inside. They introduce new words, such as 'frosty' and 'freezing' and talk about how the snow feels and about building snowmen. Older early years children use their communication skills well as they become sea monsters and pretend to catch fish in the sea. This also helps children to use their imagination and express their own ideas.

Children are developing their physical skills well. Babies and young children learn to handle toys skilfully as they put shapes into shape sorters or bang and shake musical instruments. Older early years children use their handling skills to develop early writing skills and the use of tools to create pictures using cutting, sticking and painting skills. For example, as they create string painting and manipulate the train track to fit it together and are beginning to write their names accurately. Children love the outside environment and they clearly demonstrate this as they run around enjoying the physical equipment. They climb, balance on logs, ride on tricycles and enjoy playing with bats and balls, which further develops their physical skills. However, the outdoor learning environment is not used to maximum advantage to ensure that all children benefit from the rich opportunities to explore and investigate the natural world.

Children enjoy books; they learn to turn the pages and discuss the pictures on pages. They snuggle in the cosy areas and enjoy popular stories; they listen and are attentive and join in to predict what happens next. As a result, children are beginning to understand that print carries meaning and that stories are enjoyable. Children learn mathematical skills through adult-led activities, such as baking and sorting objects by colour and size. However, there is scope to improve opportunities for children to hear and use mathematical language in their play or during everyday routines. This supports their developing understanding of numbers, shapes and measure. Cause and effect toys, such as press button toys and flashing musical activity centres are available for children. Young children competently press the buttons and repeat the action as they giggle and enjoy

observing the effect it has. Older children confidently use the computer and gain skills to help for future learning as they negotiate the 'mouse' efficiently.

Parents are purposefully engaged in all aspects of their child's learning. Staff provide opportunities for them to look at and talk about their child's achievements when they pick up their children and at parents' evenings. Parents comment they are fully aware of how the children are progressing and they are able to contribute to the learning. They also say that their child's key person and the monthly newsletter provide them with things they can do at home to help their children.

The contribution of the early years provision to the well-being of children

Children are happy and content in this welcoming friendly nursery. They show that they feel safe and secure because they happily separate from their parents. Children have built up strong attachments and relationships with their key person. This enables them to develop a positive attitude to their learning and a strong sense of belonging. As a result, children are confident and have high levels of self-esteem. Children are learning self-help skills well. For example, pre-school children wash and dry their hands independently for snack. They choose their own cups and plate, pour their own drink and serve themselves their snack of apple and cheese. These activities help develop children's independence and are delightful socialising times because children talk about what they have been doing throughout the day and at home. Children are very well behaved because staff have a positive attitude to behaviour management. Consequently, they know the simple rules and what the boundaries are. Children learn to play cooperatively from an early age as staff encourage them to share and take turns.

The indoor environment in the nursery is very stimulating and the resources are of a high quality. They are appropriate for the ages and development of the children and cover all areas of learning. The toys are at the children's level and all boxes are labelled with either words or pictures or both. This helps children to access the toys as they wish independently. Staff organise the nursery well and support children's transition from room to room well by arranging for children to spend time with their key person in their new rooms. This approach is further adapted as staff support children's transition to school, which ensures continuity of care and learning for all children.

Staff promote healthy lifestyles by reinforcing good hygiene practices and healthy eating. Children enjoy healthy homemade food, such as vegetable chilli with rice and mixed vegetables, followed by yogurt and fresh fruit. To further the children's awareness of healthy eating staff plan activities, such as sorting 'bad' and 'good' food and creating healthy food plates. Children are active and have access to fresh air daily as they enjoy the outside environment. Children are learning about keeping themselves safe. They participate in the fire drill, which helps them to be aware of keeping themselves safe in an emergency. Visits from the fire brigade and police help children to learn about the dangers of playing with matches and how to use the zebra crossing safely.

The effectiveness of the leadership and management of the early years provision

Children's welfare is promoted as staff's knowledge and understanding of safeguarding is secure. There are robust procedures for recruiting staff and a thorough induction process. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles. Safeguarding procedures are very good and all staff have attended a safeguarding course. As a result, they are aware of their responsibilities and know what actions to take in the event of any child protection concerns. Any risks to children are managed very effectively, enabling the children to move around their environment freely and safely accessing resources as they choose. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted.

Secure partnerships are established with other professionals and agencies to fully support children and help them reach their full potential. Parents speak with confidence and pleasure about their child's personal development and how staff take time to share information and keep them updated. This helps parents to be fully involved with their children's learning and well-being.

The management team regularly monitors and observes staff practice to assess how they engage with children. Annual appraisals and regular supervision sessions enable the manager and staff to discuss areas for further improvement and how these will be achieved. Staff training is identified to enable staff to develop professionally to enhance their knowledge and skills. This also ensures that staff support children's learning and development effectively. Staff are committed to providing good quality care and learning for children. They have put in place an action plan, outlining responsibilities and timescales, which ensures that each target they have identified is met, enhancing the provision for children. The nursery is committed to ongoing improvement. Staff feel valued and they create a happy environment where children thrive.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY452684
Local authority	Derby, City of
Inspection number	882855
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	79
Number of children on roll	68
Name of provider	Whitehouse Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01332666414

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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