

Inspection of White House Day Nursery (Notts) Ltd

41 Bridgford Road, West Bridgford, Nottingham NG2 6AU

Inspection date: 19 February 2020

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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

Staff foster strong bonds with the children. This helps children to feel safe and emotionally secure. Babies form warm attachments to their key person and enjoy lots of cuddles and attention. Staff in the baby room are extremely well qualified and experienced in working with babies. They support babies to be curious and inquisitive learners. Babies excitedly explore the musical instrument basket. They shake their instruments and whole bodies to the sound of staff singing. Children are happy at this homely nursery. Toddlers enjoy bringing in their favourite story from home and sharing this with their friends. Pre-school children chat away and laugh with the close friends they have made.

Children benefit from staff's high expectations for their learning. Children with special educational needs and/or disabilities (SEND) are supported exceptionally well to make the very best progress. Staff help children with SEND to communicate with the other children and confidently play alongside them. Older children develop their physical skills, specifically their hand muscles as they enjoy age-appropriate woodwork activities. They independently saw wood and knock nails into the wood with hammers. Children confidently show off their understanding and communication skills as they say, 'We are developing strong hands ready for using pencils at school.'

Children develop a can-do attitude to learning and their behaviour is good. They learn to share, take turns and follow instructions well. All children are well prepared for their next stage of learning.

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

- The nursery is highly inclusive. Staff seek interventions and support for children with SEND. They are confident to work in partnership with parents and outside agencies to ensure that these children receive the support they need to make good progress.
- Staff find out about what children do at home to enable them to plan and provide activities that enhance children's experiences further. For example, pre-school children enjoy visiting the nearby woodland area each week. Parents in the baby room are given helpful suggestions to enhance their baby's physical development. For example, staff promote 'tummy time' with babies to develop their muscles in preparation for crawling and walking.
- The manager observes staff's practice and offers feedback and guidance during regular supervision meetings. However, she has not fully considered how she might further improve practice among her staff team. For example, highly skilled staff are not given opportunities for sharing and modelling good practice to others.

- There are some good opportunities for children to lead their own play throughout the nursery. However, on occasions in the toddler room, staff do not make the most of this time to extend and challenge children's learning further. Furthermore, the routine in the morning can disrupt some children's play and learning. For example, sometimes children have to tidy away for the next activity before they are ready.
- Staff are extremely well supported by the managers, who monitor their workload and well-being. The owner is committed to the staff team and is happy to invest in any extra support that might be needed. Staff are enthusiastic and motivated. They provide good-quality education for children.
- Staff support toddlers to develop their communication and language skills. They read stories to children, sing to them and provide narratives for their actions during play. Toddlers are becoming confident communicators who are able to express their needs. This helps to limit any frustrations.
- Children are offered a variety of fresh fruits at snack time. During mealtimes, staff support children's understanding of healthy eating by discussing the vegetables on their plates. Furthermore, staff help children to understand the importance of not putting their knife in their mouth. Staff have conversations with the children around why this could be dangerous.
- Staff recognise the importance of establishing strong partnerships with parents. They talk to parents at the beginning and end of each session and share information about children's progress. Parents speak highly of the nursery. They comment that they particularly value the long-standing service of staff. This fills them with confidence that their children are being well cared for by familiar and experienced staff.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure understanding of the signs and symptoms of abuse. They are aware of how to respond to potential safeguarding concerns promptly, to ensure that children are protected from harm. They are also well aware of signs or changes in behaviour that may indicate concerns about radicalisation or extremism. Robust systems for the recruitment and induction of staff are in place, including ensuring their ongoing suitability. Staff are very vigilant about children's safety, especially when children use tools and participate in forest school sessions. Children learn how to keep themselves safe and assess risks really well.

What does the setting need to do to improve?

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

- improve the supervision procedure for staff to include the sharing of good

- practice between different members of staff and the different rooms
- reflect on the morning routine in the toddler room to limit disruptions and ensure children's play and learning are maximised
 - strengthen staff's interactions with children in the toddler room so that the more capable children are provided with sufficient levels of challenge and are supported to learn as much as possible.

Setting details

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| Unique reference number | EY424561 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10065333 |
| 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 | 0 to 8 |
| Total number of places | 151 |
| Number of children on roll | 63 |
| Name of registered person | Whitehouse Day Nursery (Notts) Limited |
| Registered person unique reference number | RP530498 |
| Telephone number | 01159810119 |
| Date of previous inspection | 2 December 2015 |

Information about this early years setting

The White House Day Nursery opened in 1988 and re-registered as a limited company in 2011 under the name The White House Day Nursery (Notts) Ltd. The nursery is situated in the centre of West Bridgford. The nursery employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3. One member of staff has early years professional status. The nursery opens Monday to Friday, 8am to 6pm, all year round. It provides care for children before and after school during term time, and provides holiday care during the school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carly Polak

Inspection activities

- The inspector undertook a learning walk with the manager to find out about the nursery, how the curriculum is implemented and the children who attend.
- The inspector observed the quality of interactions and the support for children's learning during activities inside and outside. She carried out two joint observations with the nursery manager.
- The inspector spoke with staff and children during the inspection. She held a meeting with the provider and reviewed a sample of documents, including evidence of staff's suitability.
- The inspector 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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