

South Downs College Nursery

College Road, Crookhorn, Purbrook, Waterlooville, Hampshire, PO7 8AA

Inspection date	28/04/2014
Previous inspection date	23/01/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are very happy and settled at the nursery. They benefit from the caring and close relationships with the staff who meet their daily needs extremely well. They make excellent progress as a result.
- Staff work highly successfully with parents to support children as they move through the different age groups within the nursery.
- Partnerships with parents are excellent overall. An extremely strong two-way flow of information allows parents to provide useful details about children's learning at home, so that staff can extend learning in the nursery.
- Leadership is inspirational and staff practice consistently reflects the highest aspirations and enables children to make extremely good progress in relation to their starting points.

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.

Inspection activities

- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor and outside learning environments.
- The inspector spoke to members of staff at convenient points throughout the inspection.

Inspector

Clare Leake

Full report

Information about the setting

South Downs College Day Nursery registered in 1975. It operates from a building in the grounds of South Downs College in Purbrook, Hampshire. The college has overall responsibility for the nursery provision with a nursery manager employed to oversee the day-to-day running. The nursery caters for the children of college students, and staff, as a priority, and also accepts children from the local community. The nursery is registered on the Early Years Register to care for a total of 67 children, all of whom may be in the early years age range. Currently there are 98 children on roll. The nursery is funded to provide free early education to children aged two, three and four years. Children are accommodated across four different areas depending on their ages. They all have access to an enclosed outdoor play area. The nursery is open Monday to Thursday from 8.30am to 5.15pm and on Fridays from 8.30am to 4.30pm, during term time only. A total of 17 staff are employed to work with the children. All staff hold National Vocational Qualifications at levels three and four.

What the setting needs to do to improve further

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

- strengthen further innovative ways to engage with all families in their children's learning.

Inspection judgements

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

Children make excellent progress in their learning under the care of the extremely motivating and knowledgeable staff team. Management and staff create a friendly, exciting and stimulating environment, which encourages the children to grow in confidence and rise to challenges of trying new experiences. This means the children are highly active learners and ready to embrace the challenges on offer.

Staff are enthusiastic about the experiences that they provide for children and use extremely efficient teaching techniques. Many have worked in the nursery for a number of years under the guidance of the inspirational manager, and this provides consistent care and learning for the children. Staff provide rich, diverse and challenging activities that are highly relevant to children's needs. Activities such as children being referees in a football match, blowing the whistle and noting scores on a clipboard mean that there is imaginative and outstanding learning taking place.

There is an extremely clear focus on helping children to acquire communication and language skills and on supporting their physical, personal, social and emotional

development. For example, staff make good eye contact when communicating with the children and give them enough time to think and form their answers. This also encourages children's independence and teaches them to have a try at tasks. The staff deploy themselves effectively and work well together to enhance children's learning, both indoors and outdoors. During creative play, staff give children tasks to encourage independent thinking, such as asking them how to make more paint when this runs out. Children comment that, 'they have an idea,' and run off to find materials to mix up to make paint. As a result, staff give children every opportunity to be inquisitive and test out new ideas. Staff ask useful questions and give children time to respond. This helps to develop their vocabularies. Children display good communication skills and chat happily both to one another and to adults.

Staff place much emphasis on promoting children's physical development and outdoor learning. Children enjoy playing and learning in a well-resourced and exciting outdoor area. They are able to move freely between the garden area and indoor area, and this encourages the children to make their own choices. Children learn new skills as they fill up pots with soil ready to grow potatoes. They talk about how they need '67 scoops' of soil to fill the pots and then collect water in a watering can so they can water the potatoes, 'so they grow big.' This planned activity is highly effective and enhances the children's understanding of the world. This activity is then continued indoors where children lay down on the floor 'like potatoes in soil' while staff 'water' them. They then begin to stand up slowly while wriggling to mimic how potatoes grow. Such activities result in children developing extremely good creative abilities as they laugh and giggle, and develop their imaginations.

Staff plan experiences to cover all areas of learning, both indoors and outdoors. They establish what children can do when they first start through talking with parents. The staff then plan activities to meet each child's unique learning needs. Further observations and assessment are made frequently by each child's key worker to plan for the next steps in children's learning. Assessments are carried out, including the required progress check for children aged two years. This helps staff to establish that all children are developing at the expected rate. Staff work closely with all parents to keep them informed about their children's development and encourage them to share information about their children's achievements at home. This works well with most parents, although some are less involved than others. This means staff do not fully maximise opportunities to engage in more innovative ways to jointly promote children's learning.

Staff ensure that children with additional needs are very well provided for. An additional member of staff has been employed to offer the children one-to-one support and other professionals are invited in to work with staff to provide further expertise. As a result, staff are highly effective in helping to prepare children for the next stages in their learning.

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

Children behave well and play happily, and many play cooperatively with friends and staff. They are aware of how they should behave and say terms such as, 'we share with our

friends' when asked how they should behave. Staff allow children to settle minor disagreements with minimal intervention. This allows the children the opportunity to negotiate and work together with their friends. Children are learning about good hygiene procedures and enjoy washing their hands after messy play, before eating and after using the toilet. Systems are in place to ensure that staff are aware of any health or dietary issues the children may have and thorough records are kept of accidents and medication administered.

Mealtimes are happy social times for the children where they can sit together and chat. Staff ask useful questions about the food to further extend the children's learning, and encourage the children to 'have a go' at opening their own cheese and other foods. Children are energetic and manoeuvre themselves confidently in the well-resourced outdoor environment. They enjoy the outdoor play area and have opportunities to run, jump, climb and hide. A new ride on wagon provides interest and excitement and children line up to take their turn. The staff consistently give the highest priority to the safety of children and effectively support their growing understanding of how to keep themselves safe. Children are developing an excellent understanding of how to manage risks and challenges relative to their age. They patiently wait for their turn on equipment and the use of a timer allows children to know when it is their turn. As a result, children are learning to play cooperatively with their peers.

Children confidently select good quality resources and equipment. They interact extremely well with staff and ask for help and support if required, due to the secure and trusting relationships made. The nursery has an effective key-person system in place which helps children settle and form secure attachments with staff. Babies' routines are discussed with parents when the child starts, and at regular intervals, and staff ensure that individual needs are met. Babies and young children are very happy, settled and thoroughly enjoy their time at the nursery. All staff know the children well and form close relationships with the children and their families. This ensures that all routines are individual to each child and agreed with parents.

Children move between different groups in the nursery confidently. Excellent procedures are in place to ensure that the move to a new age group as smooth as possible for each child. Parents are also kept informed throughout the process so they know what is happening. Staff liaise extremely well with the local schools children will move on to, this ensures a smooth transfer, consistency of care and reassurance for the child. Children are safe and secure in the nursery and feel a strong sense of belonging. Parents comment on how effective the nursery is and some travel out of their way just to bring their children here.

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

Management and staff work extremely well together to ensure the nursery is very well organised and that daily routines operate smoothly. Parents and children are welcomed into an extremely warm and friendly nursery by staff who meet children's learning and

welfare needs with great success. The inspirational manager and her team work closely to ensure best learning outcomes for all of the children. Close attachments are in place between staff and children. Children benefit from extremely effective staff who work well together as a team and share a commitment for high quality and standards. All staff are vetted to help ensure they are suitable to work with children and the manager holds one-to-one meetings with them, individually, on a monthly basis. Staff have annual appraisals which also help to identify any practice issues and improve performance.

Children are safe and secure in the nursery as the staff have an excellent knowledge of safeguarding. All staff have received training in how to protect the children in their care, and as a result have an understanding of their roles and responsibilities. The policies and procedures in place are shared with all of the staff and this means that children's needs are well met and they are safeguarded exceptionally well. Staff only access mobile phones when they are on their lunch break and away from the children. This helps to further promote children's welfare.

Staff organise the environment extremely well to ensure that it is interesting and welcoming for the children in order to meet their learning needs. Management and staff track and monitor the children's progress and teaching is extremely strong. This is part of ongoing self-evaluation and helps to ensure that children make excellent progress in all areas of learning. Parents' opinions are sought regarding the organisation of the nursery and changes are implemented accordingly, such as the introduction of a buggy storage unit. Therefore, the systems for the ongoing improvement of the nursery help to promote extremely good outcomes for children.

An excellent partnership between parents and staff exists and this ensures all relevant information is shared between them. Parents express their confidence in how high the standard of care is, and how well staff communicate with them. An effective settling-in system means that children and their parents have time to settle and adjust to the new environment. As a result, parents feel very welcomed into the nursery and are extremely happy with the progress that their children are making. The information available to parents ensures they are kept fully informed about nursery life and their children's progress. The recent addition of a book borrowing scheme is very popular, and parents can share stories with their children before and after the session. The staff fully value the views of families and always consult them over plans for the provision, such as recently asking parents what improvements they would like to see at the nursery. Staff work with various other professionals to ensure that children's care and learning needs are met. As a result, all children receive the enriching support they need.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	110405
Local authority	Hampshire
Inspection number	960146
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	67
Number of children on roll	98
Name of provider	South Downs College
Date of previous inspection	23/01/2012
Telephone number	023 92797974

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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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