



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 143471

DfES Number: 510797

### INSPECTION DETAILS

Inspection Date	29/06/2004
Inspector Name	Elizabeth, Ann Brownhill

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Get Set Go Nursery
Setting Address	Cumberland Infant School Methuen Road Southsea Hampshire PO4 9HJ

### REGISTERED PROVIDER DETAILS

Name	Mrs Jeanette Elizabeth Davis
------	------------------------------

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Get Set Go Nursery is a privately run provision situated within Cumberland Primary School Methuen Road Portsmouth. The owner and registered person is Mrs. Jeanette Davis. The nursery consists of the main playroom on the ground floor and a quieter area on the mezzanine floor above. Children have supervised access of the school hall and playground.

The nursery is open Monday to Friday for breakfast club 8:00 to 8:45, for children aged 2 -8 years old; pre school sessions from 9 -12:00 and 12:30 - 15:30 for children aged 2 - 5 years old with lunch from 12:00 - 12:30. The after school club operates from 15:30 - 17:30 during school term time.

The nursery is open throughout the school holidays for children aged 2 - 8 years old from 8:00 - 17:30 daily.

The Nursery are eligible to accept funded 3 & 4 year olds, and provide care for children with special needs and would support children who speak English as an additional language.

All staff have a relevant early years qualifications, and regularly attend various training programmes to further develop their knowledge in childcare.

The nursery receive support from various personnel within the Early Years Development and Childcare Partnership (EYDCP) and the Pre-school Learning Alliance.

### How good is the Day Care?

Get Set Go nursery provides good quality care for children.

The manager and staff are very experienced and suitably qualified to care for children.

Children are well cared for in a safe, secure and welcoming environment. Space and

resources are organised well and staff are deployed effectively so the needs of all children are met.

Staff have an excellent awareness of children's safety both within the premises and outdoors. Health and hygiene procedures promote the good health of children. Children are provided with regular drinks, and healthy snacks. Staff recognised children as individuals, they are positive and supportive in the care provided for children with special needs. There are clear procedures in place for the protection of children.

An exciting balanced and stimulating range of activities are provided for the children. Staff have consistent and appropriate strategies in place for the management of children's behaviour.

Staff establish a very good relationship with parents, exchanging information with them on a daily basis. Parents are given good information relating to the provision which details the operational procedures and policies the provision works with.

Most relevant documentation and recording is in place and stored securely so confidentiality is maintained.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff plan and provide an exciting range of activities across all areas of learning. Careful planning and detailed knowledge of each child ensures each one can grow and develop their full potential.
- Information available to parents is well presented. Policies and procedures are clearly written and details of the curriculum are displayed. Weekly diaries are sent home each week with detailing the child's achievements and progress.
- All staff are vigilant about the safety of children. Excellent supervision and clear procedures are in place to ensure children are well looked after in a warm and caring secure environment.
- Staff have achievable expectations of acceptable behaviour which all children attain. Children are well mannered and polite, they show concern for one another and are very respectful of the toys and resources.

#### **An aspect of outstanding practice:**

The nursery promotes a philosophy of 'learning through play'. Children are given time to explore and make sense of their world. They are encouraged and supported by the staff to be independent thinkers, each child is recognised as an individual with a valuable contribution to make.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>• some documentation</li></ul>



<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

<b>WHAT NEEDS TO BE DONE NEXT?</b>
------------------------------------

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
14	to record actions taken after a potential risk has been identified within the nursery and outdoor area.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Get Set Go Nursery is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff are highly trained and very knowledgeable with a clear understanding of how children learn and develop. Very comprehensive observation and assessment systems are in place to monitor children's achievements and progress. These are used effectively to plan their next stage of learning. Staff are enthusiastic role models for the children, they know them well and have high and achievable expectations of them. The organisation of resources, deployment of staff and lay out of the nursery encourages and supports children's physical independence and freedom of choice.

The leadership and management is very good. They are dedicated and committed using ongoing assessments and evaluation of practice effectively to ensure a high quality early years experience is maintained and delivered to all children. The contributions made by the staff team are valued, shared and implemented. Very good links are place with the Primary School enabling the nursery to have timetabled access to their facilities.

The partnership with parents is very good. Parents are provided with clear comprehensive information about the setting. They are actively encouraged to be involved in their child's learning experience and are regularly informed of their child's progress and achievements.

### What is being done well?

- The setting fully support and recognise the role of parents as the child's first educator, actively encouraging them to be part of their child's learning experience at nursery. Weekly dairies are shared with parents, information is included about current topics and themes. Parents select books to read with their child from a well stocked library, and are given activity sheets to compliment and continue the learning at home.
- Staff facilitate children's learning by making it fun. They recognise the individual needs of each child offering them the appropriate support and challenge. Staff recognise the importance of allowing children time to develop their understanding and consolidate their learning, providing them with a safe non judgemental environment.
- The smooth and seemingly effortless running of the nursery belies the meticulous planning and organisation by the manager, supervisor and staff.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the further enhancement of learning experiences offered outdoors.</li></ul>



<b>What has improved since the last inspection?</b>
<p>At the last inspection the setting was asked to;</p> <p>Raise staff's awareness and understanding of the Department for Education and Employment 1994 Code of Practice on the Identification and Assessment of Special Educational Needs, especially the five stages and the nursery's role in the scheme. Develop the recording of children with special educational needs through all the stages as planned.</p> <p>Very good progress has been made.</p> <p>A Special Needs coordinator has been appointed and staff have attended specific training relating to the 1994 Code of Practice. Very clear procedures have been set up to ensure consistent and appropriate support is made available.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident to try new ideas, they are comfortable with their surroundings and familiar with the routine. They have the ability to remain focused and concentrate on a given activity. Children have made firm friendships within the setting, and show concern for one another. Children are respectful, they take turns and share resources, they show a maturity of reasoning and understanding. They fully understand and implement the agreed protocols for working harmoniously together.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident clear communicators using newly acquired vocabulary in everyday conversation. Children are very aware print carries meaning and instruction, they link sounds to letters. Children enjoy and listen intently to stories being read. They have access to a wide selection of story and reference books which they handle appropriately and take home to share with parents. Children are all encouraged to identify their own work, some are writing identifiable letters and their own name.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count reliably from 1 to 10, some are counting well beyond and are able to count on from a given number. Children are encouraged to problem solve, estimating how many drinks are required at snacktime. They use mathematical language such as 'more and less' to compare two numbers. They create pattern and shape using a variety of materials. They competently use the computer to explore and develop sequencing and matching skills by colour and number.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to find things out, and are confident to make predictions. They create and assemble large structures from wooden blocks and construction resources. They show great delight in caring for their garden. Children's understanding of the natural world around them is enhanced, monitoring the development of butterflies from cocoon and tadpoles to frogs. Children talk about past and present events important to them. They take 'travel bear' on holiday to record events.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children move confidently and with great awareness of safety throughout the setting. They show an awareness of their own space and others during P.E. sessions taking turns on the balance beam and jumping off onto mats. They negotiate obstacles effectively when pedalling in the playground and increase hand to eye coordination using bats and balls. Children select and use an appropriate range of small tools for any given task. They have an understanding of the importance of keeping healthy.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children explore colour, texture, shape, form, and space in two and three dimensions. Their art work is displayed attractively. Children explore sound and rhythm using a variety of musical instruments. They sing alone and in groups using mime and actions. Children are allowed time to complete activities to their satisfaction. They engage in role play both alongside others and cooperatively in groups to act out experiences both real and imagined. They enjoy cooking activities.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
---



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following: consider ways to further develop the outside area to ensure children access the same high quality experiences offered indoors.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*