

University Of Portsmouth Nursery

Inspection report for early years provision

Unique reference number

143572

Inspection date

17/09/2010

Inspector

ISP Inspection

Setting address

The Quadrant, Milldam, Burnaby Road, Portsmouth, PO1
3AS

Telephone number

02392 842299

Email

nursery@port.ac.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

University of Portsmouth Nursery was registered in 1979 and is owned and managed by the University. It operates from purpose built accommodation within the university campus and serves children of university students and staff. Children attend from a wide catchment area.

The nursery is registered on the Early Years Register for a maximum of 38 children. It is open each weekday from 8:30am until 6pm for 50 weeks of the year. All children have access to two enclosed and secure outdoor play areas. There are currently 34 children aged from six months on roll. The nursery supports children with learning difficulties and/or disabilities and a number of children attend who have English as an additional language. The nursery operates in line with the HighScope educational philosophy and provides places for funded early education.

The nursery employs 16 members of staff and all hold appropriate early years qualifications. There is one member of staff who has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strong and effective management underpins the smooth running of the nursery and provides a secure foundation from which children gain confidence and flourish. They are well-motivated and independent learners who make good progress overall in their development; although systems for ensuring continuity during the summer vacation are not well-organised. Overall, a commitment towards maintaining high standards is demonstrated throughout the nursery. Comprehensive self-evaluation processes and ongoing training support a continuous programme of improvement which ensures extremely positive outcomes are achieved in many areas. Partnerships with parents are excellent and contribute towards children feeling confident and secure in the extremely well-resourced, safe and exciting environment offered.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop arrangements for planning and assessing children's next steps throughout the year to ensure consistency and continuity in their learning
- develop arrangements for working in partnership with other settings children attend in order to promote continuity and coherence in the care and learning they receive.

The effectiveness of leadership and management of the early years provision

Excellent arrangements are in place to safeguard children's welfare. Robust recruitment and employment procedures ensure that staff have a secure understanding of their roles and responsibilities. A thorough induction is supported by an ongoing programme of regular meetings, supervision and continuous training. Staff fully understand child protection issues and the procedures to be followed should they have a concern about a child in their care. All the required documentation is in place and well-maintained, which means staff have all the information they need to assist them in meeting children's health and welfare needs. Comprehensive risk assessments help ensure the security of the premises and children's safety. The nursery environment is exceptionally well-organised to provide a vibrant and stimulating atmosphere conducive to learning. Children clearly benefit from the extensive range and accessibility of resources and the effective deployment of staff.

Enthusiastic leadership inspires an extremely strong commitment towards meeting the high expectations set across all areas of the nursery. All the recommendations raised at the last inspection have been fully met and there is a clear action plan to secure further improvement. The views of parents are sought and incorporated into the service provided. For example, the arrangements for meals and the organisation of the writing area have been adapted in response to parental feedback. This proactive approach enables positive partnerships to flourish and, as a result, children benefit. Self-evaluation processes are rigorous and extremely thorough in reviewing most areas of the provision. However, arrangements for planning and assessing children's individual learning is not consistently organised throughout the year. This means that for some children continuity is not effectively maintained. Overall, staff have a good knowledge of each child and understand their individual needs well. Extremely effective systems are in place to support children with English as an additional language and children with learning difficulties and/or disabilities.

A high priority is given to establishing partnerships with other agencies in order to ensure consistency with the specialist support children receive; arrangements are not in place for liaising with other settings children may also attend. Strong links are forged with local schools which helps facilitate a smooth transition from one setting to another. Exemplary partnerships are developed with parents and are reflected in children's confidence within nursery. Highly positive relationships are forged from the outset. Parents value the excellent settling-in arrangements and opportunities for frequent discussions with their child's key person. They appreciate the variety of different opportunities to share in their children's learning and be involved in the life of the nursery. Parents receive an extensive range of written and verbal information which ensures they are very well-informed about all aspects of the service provided.

The quality and standards of the early years provision and outcomes for children

Children are extremely happy and confident in the supportive and inclusive atmosphere of the nursery. They quickly settle in the nursery and develop positive relationships with others. Time is spent getting to know parents and children so that staff have a secure knowledge of individual interests, health and welfare needs. Valuing individual backgrounds and home experiences forms an integral part of supporting their learning and development, as well as enriching children's confidence and self-esteem. Parents are encouraged to share their skills or read stories in their home language. Children are keen to explore the exciting range of resources as soon as they arrive. Displays of family photos and treasure baskets are popular with babies. Older children enjoy creating imaginative storylines as they play cooperatively in the role-play area or enthusiastically pretend the mound in the garden is a boat and the surrounding grass is the sea. Children's animation and excitement is mirrored by the enthusiasm staff as they join in their play.

A strong emphasis is given to developing independence. The HighScope ethos of 'plan, do and review' is effectively implemented so that all ages and abilities are able to make choices and organise their learning. For example, pictures of different resources enable babies and children with communication difficulties or English as an additional language to make choices and indicate what they would like to play with. Children are eager to play and quickly become engrossed in their chosen activity. Staff use relaxed conversations to skillfully extend communication and problem solving skills. For example, a child creates a pretend play park with balancing logs and a see-saw. She is encouraged to compare what she has made with the equipment outside, work out how pieces fit together. Size, shape and number are easily incorporated as children create their own collages or concentrate on making a puzzle. In small groups they learn to review their activity, gain confidence in speaking and listen to each other.

Children experience a broad range of activities which help ensure they are able to make good progress in all areas of their learning. They investigate, experiment and explore as they make cakes, play in the sand and grow their own vegetables from seeds. Trips around the local environment, visits from community figures and the celebration of topical and cultural events all help them to learn about the diversity of the world around them. Clear and measurable observations provide evidence of children's achievements. They are used to track progression and identify their next steps for learning. However, a continuous process of observation, analysis and planning is not implemented throughout the year. During the University's summer vacation when children's and staff attendance varies there are no arrangements for assessing and planning individual progression, although activities are organised to follow children's interests, for example, a trip on the ferry is organised in response to a child's interest in boats. Generally, planning is extremely effective as it focuses on each child's next steps for learning.

Excellent health and hygiene procedures throughout the nursery ensure children's good health is promoted exceptionally well. Children understand the importance of following good personal hygiene habits. They confidently explain when and why

they need to wash their hands. They are helpful to others as they show them where to find the soap and how to turn the tap on. A healthy lifestyle is actively promoted on a daily basis through healthy eating, physical exercise and fresh air. Children demonstrate an extremely strong sense of security and of feeling safe in the nursery through the confident manner in which they play and the pride in which they share their achievements with others. Excellent behaviour management strategies help children to understand what is expected and behave well. They benefit from the meaningful praise and encouragement they receive and thrive in an atmosphere where they are valued.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

