

# Get Set Go Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	143471
<b>Inspection date</b>	30/11/2010
<b>Inspector</b>	Gail Robertson

<b>Setting address</b>	Cumberland Infant School, Methuen Road, Southsea, Hampshire, PO4 9HJ
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Get Set Go Nursery was registered in 1994, it is a privately run provision situated within Cumberland Infant School. 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, toilets and playgrounds. There is disabled access to the ground floor only. The setting is registered on the Early Years and the compulsory and voluntary parts of the Childcare Register. Pre-school sessions for children aged two years nine months to four years, are from 9.00am - 12:00pm and 1.00pm - 4.00pm with an optional lunch time. The nursery is open term time only. There are 50 children on roll, 40 of whom are funded. It provides care for children with special educational needs and/or disabilities, and those who speak English as an additional language. There are seven members of staff. The manager holds a teaching certificate, four hold suitable qualifications and two are working towards a qualification. All regularly attend various training programmes to further develop their knowledge in childcare. The nursery receives support from various personnel within the Early Years Development and Childcare Partnership (EYDCP) and the Pre-school Learning Alliance. There are strong partnerships with other Early Years providers.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy coming to this good nursery, they have smiles on their face as soon as they arrive. The manager and her staff are proud of the setting and the progress the children make. There are interesting displays of children's work and prompts for them to use in most areas of learning. The supervisor is well organised and effective in promoting children's safety and well-being helping them to grow in confidence. There is good capacity for future improvement. The parents reported 'It is wonderful here the children have so much to do'. Parents support for the nursery is very strong and they have just started to contribute to their children's learning journals. The nursery is highly committed to working in partnership with other settings.

## **What steps need to be taken to improve provision further?**

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

- develop further the learning journals and encourage parents to contribute to these diaries of children's achievements and development
- ensure there are more stimulating displays inside the setting to draw children's attention to the world of numbers, calculation and reasoning
- allow children to prepare snacks and to help themselves to the snack and drinks to further promote their independence.

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

All records, policies and procedures necessary for the safe and effective management of the pre-school are well maintained, regularly updated, and shared with the parents. There are robust arrangements and procedures in place to protect children.

There is a good team of dedicated staff working really well together to drive improvement and making sure the setting is effective. The supervisor knows the quality of provision and involves everyone in the process. The manager and the supervisor are well organised and have the required and necessary paper work well catalogued and filed. Staff meetings take place, this is a time to share any training they have undertaken. Training is regular and keeps their skills and knowledge up-to-date.

Staff work hard to set up a stimulating and attractive environment to work in. Whilst due attention is paid to displays for communication, language and literacy, similar emphasis is not present to stimulate children's interest in numbers and calculation. The outdoor environment is fantastic. The staff have negotiated with the infant school to use this area when the infants do not require it. Staff make full use of this space to cover all areas of learning. They take note of children's needs and interest to help them plan the weekly and daily activities.

Resources are at the children's height to allow them to be independent and take responsibility for where they wish to play and work. However, at snack time, staff do not allow children to help them in the preparation of the snacks or to pour their own drinks to further promote independence. Children and adults enjoy each other's company, laugh together and have fun. It is an inclusive setting where differences are celebrated and explained sensitively.

There are good links with the parents and they all spoke highly of the care and support their children receive. They know that their children are safe and happy. Children take home books to read and parents enjoy this activity. The learning journals inform parents of their child's development in the setting but the staff would like to have a picture of the children's learning from home. The staff know that parents will need their support to make this valuable contribution to the learning stories. There are outstanding partnerships with other providers and other professionals that visit the setting. The supervisor spoke highly of the liaison with the infants. The children have no worries at transfer time because they know the building, play areas and staff so well. The setting has equally strong links with the children's centre and other providers of Early Years education.

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

When children arrive they are so pleased to see their friends and immediately set to work once they have self-registered. It is the outside area they love, making

full use of all the activities available for them. The nursery setting is most welcoming, made attractive, cosy and interesting. The ground floor is for messy work whilst the upstairs is for quieter work. Children develop their interests in computers, books and imaginative creativity. Children and all staff share a warm and caring relationship.

At the start of their learning, relevant information is obtained from parents and from the child on a home visit to ensure their needs and interests will be met. Older children act as good role models for the younger and new children and they develop caringly and responsibly. Children know the nursery routines and feel extremely relaxed and safe. They behave well because they know that this is what is expected of them. They know the routines and remind each other what to do if a younger child forgets. They share equipment and ask politely if they need something. While they are working, staff engage children in meaningful conversation to increase their vocabulary and ability to hold conversations with each other and the adults. This encourages children to ask and to find out for themselves. Every child enjoys books and being read to. They know which book they want to take home to continue their interest. Many can correctly tell the sequence of events after the story has been read and join in at the well known parts.

Children are fully aware of healthy lifestyles; they have access to a drink throughout the session; are independent in their self-care skills, they know they must pay attention to washing their hands to keep them free of germs, and how to keep warm in the bitterly cold weather. They cannot wait to go outside to enjoy physical activities; they exercise vigorously on the trim trail and the wheeled toys.

The planned daily programme arises from monitoring the children's individual progress. Children are all making good progress as a result of the good quality adult interaction and the desire children have to find out more. Children thoroughly enjoy the planned activities particularly the outdoor classroom where they explore and satisfy their curiosity. Children are happy and contented and have a good start on their learning journey towards the early learning goals.

## 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

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

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

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

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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