

# Families Sharps Copse Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY305510
<b>Inspection date</b>	12/09/2011
<b>Inspector</b>	Margaret Faull
<b>Setting address</b>	Sharps Copse Childrens Centre, Prospect Lane, Havant, Hampshire, PO9 5PE
<b>Telephone number</b>	02392 475101
<b>Email</b>	
<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

Park Families Sharps Copse Nursery opened in 2004. It operates from four rooms within the children's centre at the same address. It is situated in the Havant area of Hampshire. The setting may care for no more than 114 children under eight years; of these, not more than 114 may be in the early years age group, and of these, not more than 12 may be under two years at any one time. The nursery opens each weekday from 8am to 6pm for 51 weeks of the year (not Christmas). All children have access to a secure enclosed outside play area. Children attend for a variety of sessions. There are currently 87 children aged from birth to under five years on roll. The nursery provides funded early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. There are 21 members of staff, 11 of whom are full-time. All of these hold appropriate qualifications at Level 2 or above. There are three support staff, comprising a chef, a cleaner and an administrator. The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides a highly inclusive learning environment, catering exceptionally well for the varying needs of its children. The children are happy, friendly, independent and motivated to learn. They make excellent progress, due to the very good adult support. Relationships are very strong, resulting in high levels of good behaviour and a very safe environment. Overall, the children's learning journeys are supported and promoted by the provision of a full range of activities and effective adult support for individual learners. The staff are fully committed to providing the best for the children in their care and demonstrate an excellent capacity to maintain continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- provide more regular opportunities for children to use and apply their communication, language and literacy skills in problem solving, reasoning and numeracy activities.

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

Children's safety is given a very high priority in the nursery. Staff are well qualified and fully trained in safeguarding issues. Recruitment procedures and all necessary checks are robustly carried out. Statutory requirements for all registration, health and safety procedures are met fully, including emergency procedures and risk assessments. A very detailed self-evaluation document, with its accompanying action plans for each room, demonstrates a team striving for the best for the children in its care. There is a very strong team ethos in the setting. The whole team contributes very effectively to the detailed planning, which takes into account the needs of all the children.

All staff members meet regularly together to discuss children's progress and develop ideas for planning. The recommendations from the previous report have been fully implemented and the setting has excellent systems of self-evaluation that demonstrate a very strong capacity for continuous improvement. Staff are very well trained, with good evidence of planned training recorded and a very supportive and effective system of appraisal. An excellent staffing ratio is maintained in all sessions. A wide range of quality resources are available and changed during the course of the sessions. Resources, such as books and toys, are used effectively to broaden children's awareness of cultural diversity.

The key person system is used well to liaise with parents and carers, and to monitor each child's individual development and learning. This ensures that all children make exceptional progress in relation to their starting points. There are strong links with the local primary school. The local authority early years advisory teacher provides valuable support. There are very effective links with the Speech and Language unit and other relevant outside agencies. There are very effective transition arrangements into the nursery and onwards to infant school. Parents and carers are successfully encouraged to be involved in their child's learning journey and links with parents and carers are excellent. Admission arrangements are very good and parents value them. Home visits enable parents and carers to have an opportunity to outline the child's interests and achievements, to provide a starting point for the learning journey record. Parents and carers speak very highly of the support and exceptional progress their children make.

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

The spacious, bright and very well resourced rooms give plenty of space for children to enjoy a wide range of activities that promote learning and development. Staff interact effectively with the children and provide excellent support for language development through discussion and questions. Whilst there are good opportunities for children to develop an understanding and use of communication, language and literacy to support learning in problem solving, reasoning and numeracy, these are not used consistently in all activities.

Children make independent choices from a wide range of resources that cover all areas of learning. They enjoy painting and mixing colours, both indoors and outside. Effective adult interaction allows children to comment and develop their paintings. Children develop excellent physical and creative skills using water and sand tables and a good range of tools. They have free access to the outside climbing activities and activity vehicles. Excellent relationships are maintained that contribute to significant strengths in each child's personal and social development and promote positive behaviour. The secure outdoor areas provide an extensive range of activities for physical play. These are very well managed and supervised. The provision of the all-weather turf enables the outdoor area to be used in inclement weather. Children's excellent progress in knowledge and understanding of the world is enhanced through the Butterfly Garden and by exploring wildlife.

Routines and procedures at the beginning and end of each session ensure safety and outstanding care and provide opportunities to talk to parents and carers. Children develop excellent levels of understanding about making healthy choices. They enjoy snack time and their choices of fruit, milk or water. They appreciate the range of healthy choices. Specific tastes and dietary needs are catered for. Children are accomplished in routines for washing hands before snack and for cleaning their teeth. The kitchen areas are completely separate from creative areas and good hygiene procedures are adhered to. The structured routines ensure that children understand how to be safe outside, help staff, and develop independence. During the inspection, group activities, such as story time and singing, provided an excellent opportunity for adults to work with groups of children that very effectively promoted social, creative and language development.

The end of session routines vary the pace and prepare the children for the next activities. Children make very good contributions to their assessment with key persons recording their comments. Observations and assessments are used extremely effectively to inform planning. This ensures that children's individual needs are met and all children are suitably challenged. For example, boys and girls have equal opportunities across the range of activities.

Children are developing excellent skills to support them in their future learning. In the daily routine, they have responsibilities at lunch time for passing the food, serving themselves and pouring the drinks. They know where milk comes from and that it helps them grow. Children join in group activities, such as musical movement. Outside visits to such places as the library and the farm link with planned learning outcomes. They extend considerably the children's knowledge and understanding of the outside world.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1

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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

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