

# Trospacc Nursery

Stockheath Lane, HAVANT, Hampshire, PO9 3BD

## Inspection date

Previous inspection date

11/12/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- The nursery has strong and effective leadership and management which supports staff daily practise and especially promotes their performance.
- The nursery has a well-established key person system that helps children form secure attachments and promotes their well-being and independence. Staff provide good role models and work together effectively, as they give children clear guidance about routines and behaviour.
- There is a stimulating, well resourced environment for indoor and outdoor play that promotes children's ongoing development, especially their independence and cooperation.
- Effective partnership with parents means there is united approach to meeting individual children's needs, extending their learning and helping them make good progress.

### It is not yet outstanding because

- Staff do not always make use of opportunities to broaden children's use and understanding of mathematical language during daily routines and activities, for example, through talking about size and weight, counting, recognising numerals and understanding shapes.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector arrived at the nursery and met the manager and the deputy. She had a tour of the rooms and the building and met the staff and children.
- The inspector shared information about the inspection process and discussed timings and feedback.
- She observed the staff and the children during activities and daily routines.
- The inspector viewed documentation and spoke with parents.
- The inspector provided feedback and gave the judgements, she shared the inspection findings.

## Inspector

Christine Clint

## Full Report

### Information about the setting

Trospacc Nursery re-registered in 2012. It has operated since 2006 and is managed by the local authority. It is situated in a purpose built, single storey building within the grounds of Trosnant Infant and Junior Schools in Leigh Park, Havant, Hampshire. The nursery serves the local community and surrounding areas. Children are cared for in two age related rooms with all facilities available. Both rooms have secure outdoor play areas. The building

also has an office and a community room. The nursery provides full day care, sessional care and a breakfast and after school club. The setting is open from 8am to 6.00pm for 51 weeks a year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The local authority employs 10 staff to work with the children; all staff hold relevant qualifications to level 3 and above. There is also a finance officer, and three ancillary staff employed at the nursery. The nursery receives support from the children's centre support teacher and a children's link development officer. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. There are currently 105 children on roll. of which 89 are in the early year's age group.

### **What the setting needs to do to improve further**

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

- increase children's opportunities to use everyday language to talk about size and weight, to count and recognise numerals and understand shapes; using learning and development guidance to widen and expand this area of learning.

### **Inspection judgements**

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

Children make good progress in relation to their developmental starting points. Staff use children's interests and their individual level of ability to plan activities. They successfully notice and record areas of interest and using these observations to extend activities. Consequently, the activities are broadened and deepened and provide challenge that builds on children's learning. For example, children who are interested in transport or vehicles, use tyres to make tracks with paint, learn songs about transport and listen to stories about different types of vehicles. Staff show a strong ability to involve children spontaneously. For example, they take advantage of the weather and use ice that forms overnight, to increase children's understanding of the world around them. Children are able to handle and watch the ice as it melts. They increase their speech and language through learning to describe how the ice feels and through asking questions and learning the meaning of new words.

There are strong levels of evidence to show that all children are making good progress. Staff accurately assess children's level of development and use guidance to plan for their future learning. They are currently adapting assessment so it includes the two-year-old

progress check.

Children have ample time to play freely. They also take part in planned group activities, which increase their ability to concentrate and enable staff to carefully meet their individual needs. Particularly in relation to promoting their speech and language development.

Children have regular to play outdoors, which gives them ample opportunities to extend their physical skills. For example, they run and jump and control their movements as they use the outdoor resources. Children collect leaves, delight in throwing them in the air and listen to the sounds created, as they tread on them. Children show curiosity as they notice dried seeds amongst the leaves. They are interested and eager when staff talk about taking some inside to make designs using glue and paper. Staff have a good knowledge and understanding of how to promote learning across most areas. However, there are fewer opportunities for children use mathematical language to learn about shape, space, and measurement.

Partnerships with parents are well developed and recent improvements show that staff fully understand the importance of sharing information regularly. They have strong key person systems in place to meet children and family needs. Staff proactively support these links and use information to extend children's progress.

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

Children are eager to be involved with play activities, because staff understand and respond to their individual needs. There is a well-established key person system that helps children form secure attachments and promotes their well-being and independence. Newly attending families can have home visits, which help children bond with staff and settle into the nursery. Staff are well-deployed at all times, they are effective role models, and they give children clear guidance about routines and behaviour. The nursery has introduced 'golden rules' for the pre-school children, which staff reinforce through gentle reminders. For example, they promote children's ability to listen, by asking them to remember and say what they should do at story time. Children are also encouraged to take turns to speak when they are in a group. They actively respond to the music which is used as a trigger for tidying away resources, and as a result, are learning to independently follow daily routines.

Children feel totally secure and settled in their environment. Their good health is promoted and they gain a good understanding of risk, through activities that encourage them to explore. For example, children practise going fast on the tricycle and proudly show how they can jump off while they are still in motion. Children learn about their own safety. For example, during winter months staff explain about hazards, as children climb on the lower branches of a tree. They encourage children to use the very bottom branches to swing and turn somersaults. Children competently learn to manage their own personal hygiene and develop their understanding of cleanliness, during regular opportunities to clean teeth after lunch.

Children have a stimulating, well resourced environment for indoor and outdoor play. They can freely choose activities and are encouraged to be competent and resourceful in preparation for their transition to school.

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

The nursery manager and staff fully understand the importance of safeguarding children at all times. They regularly update training in child protection and work closely with other agencies to support any family needs. Safeguarding is raised at every staff meeting and dedicated staff have individual responsibilities. There are thorough policies and procedures in place, including risk assessments which are used to maintain children's safety.

The nursery has established strong and effective leadership and management. There are effective systems in place to identify and show that all staff are suitable to work with children. This includes employment, induction and appraisal procedures, as well as Criminal Record Bureau checks.. Staff have eagerly accepted new responsibilities and they are keen to try new initiatives. They have attended recent training and followed new systems for performance management. Both events have positively increased staff understanding of their role in promoting children's learning. The nursery management clearly recognise and value the staff contribution to activity planning and assessment...This greatly benefits children's progress and supports any gaps in their achievement.

Parents have many opportunities to learn about the Early Years Foundation Stage because staff establish close links with families from the start. Home visits are helpful for staff and informative in gauging children's needs. Parents are invited for 'stay and play' sessions, they have informal coffee and chat meetings and newsletters are regular. Staff welcome parents at arrival and departure times and the nursery has recently recruited a parent representative to provide a clear picture of the needs of families attending.

The nursery works in partnership with the nearby primary school reception staff and they are building on this following a county initiative to share expertise in early year's practice. Nursery staff are prepared to work with other providers if children attend more than one setting, to ensure continuity and meet their individual needs. There are also very close links with professional agencies to support children and families individually.

The nursery includes self evaluation at many levels and seeks the views of parents and staff. The manager considers 'it is a key tool to evaluating and reflecting on practice'. There are several audits and the statistics gained help the management in planning the priorities for improvement. The nursery has developed a clear and well formed programme for continuing to raise the quality of the provision.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

<b>Unique reference number</b>	EY447988
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	803919
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	105
<b>Name of provider</b>	Hampshire County Council
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02392 474884

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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 that are usually their 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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