

Glenhurst Nursery & Pre-School

Glenhurst School, 16 Beechworth Road, Havant, Hampshire, PO9 1AX

Inspection date	15/01/2013
Previous inspection date	08/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 staff team creates a safe and happy environment where children have fun because they feel confident and secure to enjoy learning through play.
- Relationships with parents are strong and parents are kept well informed; leadership effectively involves staff in purposeful ways and improves provision through ongoing professional development.
- The nursery has a well-established key person system that helps children form secure attachments and promotes their well-being and independence.
- Practice is based on a secure knowledge and understanding of how to develop children's learning and development.

It is not yet outstanding because

- Although children have access to resources to help them write and make marks, there are fewer opportunities to do this in the outdoor area.
- Children's independence is not always promoted at mealtimes, as staff miss opportunities to enable them to serve themselves.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector talked with available staff, some parents and held discussions with the manager and the owner.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.
- The inspector observed children's play and staff interactions, indoors and outside.
- The inspector carried out a joint observation with the nursery manager.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Glenhurst Nursery and Pre-School is privately owned and was registered in 1999. It is registered on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register. It operates from a house and a separate self-contained outbuilding in the centre of Havant, Hampshire. Children have access to several base rooms and a secure outdoor play area. There are currently 125 children in the early years age group on roll. The setting is open from 7.45am to 6pm for 50 weeks of the year.

The setting provides a breakfast club from 7.45am until 8.30am and an after school club from 3.15pm until 6pm. It also provides a holiday club for older children. The setting receives funding to provide free early education for children aged two, three and four years. The setting supports children with special educational needs and/or disabilities and those learning English as an additional language. There are 16 staff who work with the children, of whom 13 hold a relevant National Vocational Qualification at level 3, and one holds a relevant level 2 qualification.

What the setting needs to do to improve further

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

- extend children's developing independence skills specifically during meal times, for example by enabling children to serve their own food
- enhance the resources in the outside area for mark making to develop children's emergent writing skills.

Inspection judgements

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

Children have great fun and participate in a wide range of activities that cover all areas of learning. The staff motivate children's learning well, creating enticing activities designed to spark their curiosity. These have a positive impact on children's learning and development, so that all children make good progress.

Children keenly wrap up in coats and hats to play outside as they excitedly stomp around in the puddles and go on a mini-beast hunt. This supports their physical development as well as their understanding of their bodies as children talk with staff about wearing appropriate clothing. Indoor and outdoor play areas are used well to support children's learning and benefit children's health. However, there are fewer resources in the outside area that promote children's early writing skills.

Children develop good communication and mathematical skills. They talk about what is happening using vocabulary such as, 'big' and 'high', as they measure the water in containers and build towers. Staff model spoken language very well, they ask thoughtful questions and carefully introduce new vocabulary through spontaneous conversations with children. This teaching supports the children's good progress in their communication and language skills. Staff extend children's learning as they play, helping them to gain useful

skills for when they move on to school. Staff ensure that children have time to answer and reflect on what is said. Children's understanding and respect for books and reading is fostered extremely well within the setting. Staff who are highly skilled at story telling engage all children well. Consequently they are keen to sit and listen both at story time and spontaneously throughout the session.

Partnerships with parents are well developed. There are strong key person systems in place to meet children's and family needs. Staff proactively support these links and use information to extend children's progress as they encourage parental involvement in children's learning and development.

The staff use children's interests and their individual level of ability to plan activities. As a result children make good progress in relation to their developmental starting points. Staff successfully notice and record areas of interest and use these observations to extend activities. Consequently, the activities are broadened and extended to provide challenge that builds on children's learning.

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

Children are settled and secure and develop strong bonds with their key person and caring staff team. Secure settling-in arrangements mean children are able to separate from parents or carers confidently, and promotes their well-being and independence

Children behave well; they understand how to keep themselves safe, for example, they tidy away resources after play to reduce the risk of tripping hazards. They follow rules and listen to staff, so that they play safely. They learn to share, take turns and consider the needs of others as they play, which helps them to build relationships. They consider the feelings of others as they talk about what makes them happy and sad, and how others feel. Children are eager to be involved with play activities, because staff understand and respond to their individual needs. They receive lots of praise and encouragement, which makes them feel proud of their achievements and encourages them to have a go.

Children explore all areas confidently, accessing toys of their choice from the very wide range available. There are quiet areas for rest and easily accessible toilet facilities, which enable children to become increasingly independent in managing their personal care needs. Older children demonstrate their awareness as they talk about how they can protect themselves by washing their hands before snack, owing to good teaching from staff. As a result, they develop an increasing awareness of the routines that help to promote their good health.

Children become knowledgeable about healthy eating as the setting encourages parents to provide healthy snacks and drinks. Children independently choose these but their lunch meals are served for them, so they miss the chance to take on this additional responsibility.

Healthy nutritious hot meals are cooked on site daily and staff are careful to meet children's individual dietary requirements. Staff encourage children to become

independent in all areas of their development, as babies are supported to feed themselves. Children benefit from regular fresh air and exercise during outdoor play.

The good relationships between parents and staff contribute positively to the children's feelings of confidence and safety when they are at nursery. The co-operative attitudes and friendly relationship between staff provides a good role model of behaviour for the children who play very well together. Staff place a high priority on supporting children through transitions. Children visit local schools to spend time becoming familiar with a school environment. Staff also share information on children's learning and development to promote effective continuity of care and learning.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are a high priority for the playgroup's leadership and management. There are clear procedures in place for safeguarding and designated persons have appropriate qualifications. All staff are fully aware of how to respond to any concern about a child. Staff implement all required policies and procedures well. Written risk assessments are detailed and frequently reviewed so that staff keep children safe, indoors, outdoors and on outings. All required documentation is effectively maintained, including the record of staff suitability. Management understands and carries out effective employment and vetting procedures in line with the safer recruitment guidance.

There are established systems for performance management with clear links to professional development. The provider conscientiously monitors and manages staff's performance and their professional development through regular appraisals. New staff are supervised throughout their induction periods so that they successfully learn to adopt the settings robust standards of teaching. Management fully understand its role in implementing the learning and development requirements. They 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. There are good systems in place to monitor and track the progress children make during their time at the playgroup. Staff make regular and astute observations and assessments of what children know, understand and can do, and use this information, coupled with their good professional knowledge, to thoughtfully plan for future learning.

Parents praise the setting and comment on their on-going satisfaction and confidence in the provision it makes. They say how practitioners are approachable and supportive particularly in helping the new children settle well. They report that their children are happy at the nursery, make progress and really look forward to going. The pre-school has effective partnerships with other professional agencies and services involved in the well-being and learning for all children. These positive relationships, along with the strong partnership with parents and carers, help to ensure all children have their particular needs met.

The nursery includes self-evaluation at many levels and seeks the views of parents and staff. There are several audits and the information gained helps 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**

The requirements for the voluntary 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

Unique reference number	EY233222
Local authority	Hampshire
Inspection number	896960
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	125
Name of provider	Glenhurst School Ltd
Date of previous inspection	08/11/2010
Telephone number	02392 484054

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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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