

Port Solent Day Nursery

David Lloyd Leisure, The Boardwalk, Port Solent, PORTSMOUTH, PO6 4TP

Inspection date

20/03/2013

Previous inspection date

19/11/2008

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Excellent staff interaction and effective teaching techniques ensure all children make rapid progress in relation to their starting points.
- Highly effective partnerships with parents significantly contribute to children's well-being. Communication is excellent and parents are actively involved in their child's learning, both at the setting and at home.
- Children are extremely safe at the nursery due to the implementation of robust policies and procedures. Staff have a thorough understanding of child protection following their comprehensive induction.
- The manager provides excellent support and professional development for all staff.
- Rigorous evaluation ensures high quality learning experiences are provided for all children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 to staff, children and parents.
- The inspector undertook a joint observation with the manager.
- The inspector observed children's activities and staff interaction with them.
- The inspector reviewed children's assessment records, and a range of documentation.

Inspector

Lindsay Osman

Full Report

Information about the setting

Port Solent Day Nursery and integrated crche opened in 2001 as part of Asquith Nurseries Ltd. It operates from a self-contained unit within David Lloyd Leisure centre. The nursery is open from 7.30am to 6pm Monday to Friday for 51 weeks of the year. The creche is open from 9am to 11.30pm and 1pm to 3.30pm Monday to Friday. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The setting receives funding for the provision of free early education for children aged three and four years. There are currently 93 children on roll; all are within the early years age range. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who learn English as an additional language. A team of 19 staff work with the children. Of these, one is an Early Years Professional, 16 other members of staff hold relevant qualifications at level three and the remaining staff are due to undertake relevant training. The nursery also has a number of supply staff. The setting receives support from Asquith Nurseries Ltd and the early years advisory teachers.

What the setting needs to do to improve further

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

- provide further opportunities for all children to have continuous access to the outdoor provision.

Inspection judgements

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

Staff provide a wealth of exciting and stimulating activities for all children which are planned according to their interests and stages of development. Staff have an excellent understanding of how children learn through play. A particular strength is the way that staff allow children to lead their activities and develop them in their own way so that they enjoy exploring the world around them. All staff work extremely well together as a team to reflect on each week's activities. They use this information and their detailed observations on children to plan for the following week. This means that the individual needs of each child are fully met. Each child's achievements and their next steps in learning are shown clearly in their 'Incredible Learning Journals', ensuring staff and parents have a complete overview of each child's progress across all areas of learning.

Children develop as active and inquisitive learners through their access to an excellent range of resources, including an extensive variety of natural materials and open-ended

play opportunities. The learning environment is well organised. Photographs, labelling, signs and pictures help even the very youngest children develop high levels of independence and decision-making skills as they make choices from low-level labelled toys. Their artwork and photographs of themselves are put on display to boost children's self-esteem.

All staff engage purposefully with children and make excellent use of open-ended questioning. Questions such as 'how can we?' and 'why?' during the puppet show extend children's critical thinking, problem solving and language skills. Staff invite the children to play with the puppets, encouraging them to continue with their own puppet show later in the session. Staff understand how children learn and develop, demonstrating this knowledge well through the provision of designated areas, such as cosy book corners and role play areas. These offer children many opportunities to lose themselves in a world of imaginary and creative play. Young children have immense fun using a mix of paint and glitter, exploring the textures with their fingers. Children express much happiness and enjoyment during their time in the setting. They work together co-operatively, often talking and laughing spontaneously. The atmosphere is one of busy purposeful play. Children become increasingly inquisitive and adventurous in their learning because staff support them so well. Staff have emptied the garden shed and made this into an inviting area with sofas, books, mark-making materials, dolls and role play equipment. Decorated with posters and words, it creates a text rich environment promoting communication and language development in the outdoor area.

Staff actively encourage parents to be fully involved in their children's learning as soon as they register their children at the nursery. They gather a wealth of information from parents about the children's welfare requirements and their starting points in relation to their learning and development. All parents have access to their children's records at any time and are encouraged to make written contributions. Staff provide regular parents' evenings and written reports, including information about the children's next steps, to enable parents to extend their children's learning at home. The two-year-old progress check reports inform parents about their child's development in the three most important areas of learning. Parents are invited to attend nursery events such as Christmas parties and Mothers Day celebrations. A monitor in the reception area welcomes new children, celebrates birthdays and informs the parents of any visitors and daily information. As a result, parents are fully involved in their child's learning. Staff know all the families exceptionally well and offer support and advice, which means that the individual needs of all children and their families are met very effectively.

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

All babies and children are extremely happy and settled while at the nursery. Staff spend time getting to know the children and their families exceptionally well. Staff value all contributions from the parents and lines of communication are open and trusting. Extremely effective partnerships with parents ensure information is shared openly for the benefit of all children. This enables the staff to meet the individual needs of the children at all times. Babies and young children seek familiar members of staff if they want a cuddle.

They hold their arms up and snuggle in, smiling as their key people approach. Older children confidently share their views, opinions and thoughts and express themselves freely. Staff respond well to the children, giving them a sense of belonging and children are fully involved in activities. Children move around the setting with ease, exploring the resources and their learning environment. Children demonstrate high levels of self-confidence and self-esteem in all age groups as a result of the very positive relationships the children form with the adults in the setting.

Children are exceptionally well nourished because they are provided with a superb range of nutritious foods and a choice of fruits and vegetables. They enjoy their meals and staff encourage babies and children to feed themselves with some help. Older children competently serve their own lunch skilfully using the utensils with confidence. This allows them to select their own portion size according to their individual needs. There are excellent food safety standards in the nursery and staff explain to children that they need to wash their hands before eating. Children have plenty of fresh air and exercise each day in the outdoor area or on their walks around the local marina where they can observe the boats. Some children do not have direct access to the enclosed outdoor area which means that they cannot freely choose when to play outside. However, they are able to use the dance studio and squash courts on a regular basis to extend their physical development. The children learn to swim in the pool and benefit from the qualified swimming teacher's skills within the leisure centre. The children feel safe and secure knowing that their familiar staff member is present with them in the water, helping them to develop confidence under close supervision. This contributes significantly to helping children develop good muscle control, feel relaxed and foster a sense of overall well-being.

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

Staff have a comprehensive awareness of the safeguarding and welfare requirements. They have attended safeguarding training and are clear on procedures to follow should they have concerns about a child in their care. Staff undertake regular risk assessments for all areas used by the children and this creates an extremely safe environment for them to play. All visitors to the premises have their identification checked and they sign the visitors' book. In addition to this, staff recruitment and vetting procedures are very thorough. New staff complete an extremely rigorous induction when they start to enable them to have a comprehensive knowledge of their roles and responsibilities. These robust measures help to ensure children remain secure as all aspects of safety are given utmost priority.

The management team organises highly effective supervision and monitoring of the educational provision in the nursery. Regular staff appraisals involve two-way discussions in order to identify strengths and weaknesses and to set targets for professional development. This means that the knowledge and skills of staff continually improve so that children always receive extremely high quality learning experiences. The manager observes staff practice regularly and staff observe each other, which helps them to focus on specific areas for improvement in teaching and planning. Highly focused and skilful

questioning enables staff to think about aspects of their teaching and planning and how they can improve on this. Staff work exceptionally well together to reflect on and evaluate the provision in order to target specific areas for improvement. New staff are supported extremely well in their introduction to nursery policies and procedures and in their ongoing training. There is excellent teamwork between the nursery staff and staff at the other three linked settings in the area. Together they are highly motivated, sharing training courses, and work together in monitoring their provision and in sharing ideas.

Extensive and varied communication systems effectively offer all parents an opportunity to make important decisions about the nursery. Highly effective partnership working ensures that every child's unique needs are appropriately supported. Parents are provided with a wealth of information about the nursery. They are informed of events through regular newsletters, together with daily hand over chats. Regular exchanges about their children's progress effectively support the children's development. Discussion with parents highlights how extremely happy they are with the care their children receive. They have noticed very positive changes in their children's confidence, learning and communication.

A systematic and rigorous evaluation procedure is in place, which includes all staff, parents and children's views. For example, the younger children had been observed digging the plants out of the tubs within the growing area so a new digging area was developed in the garden providing large empty tubs of compost, empty plant pots, and a range of gardening resources such as spades, gardening gloves and watering cans. This enabled children to continue to dig but not disturb the growing food and plants. Annual questionnaires enable parents to make comment in a more formal way and their views are valued and considered.

Children are effectively prepared for moves within the nursery and into other early years settings because staff have developed close partnerships with other providers. The exceptionally strong leadership and management is highly effective. The nursery provides outstanding care and support for children and their families and gives children an extremely firm foundation on which to build their future successful learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY286558
Local authority	Portsmouth
Inspection number	907820
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	93
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	19/11/2008
Telephone number	02392 372 298

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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, which are usually the childminder's 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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