

Thorney Island Nursery

Baker Barracks, Thorney Island, Emsworth, Hampshire, PO10 8DH

Inspection date	09/05/2013
Previous inspection date	22/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- All children form a strong bond with their key person, which provides a secure base for their learning and development.
- All age groups enjoy a wide variety of play activities, which promote their learning well.
- Successful partnerships with parents and other professionals help to identify and support children's individual needs well.

It is not yet outstanding because

- Staff provide fewer opportunities for children aged over three years to see words and numbers outdoors and explore these further in the outdoor area.

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 observed activities in all the indoor and outdoor play areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the supervisor of the over three's unit .
- The inspector sampled a range of documents including children's records and accident records, risk assessments and policies and procedures.

Inspector

Jacqueline Munden

Full Report

Information about the setting

Thorney Island Nursery registered in 2004. It is run by a management committee of army personnel, staff and parents. The nursery operates from two buildings on the Baker Barracks site in Thorny Island, Hampshire. One building is used for children aged under three years. The other building is used for children aged over three years and for the before and after school club children. All children have access to an enclosed outside play area. The nursery serves army personnel and the local community. The setting is registered on the Early Years Register and both the compulsory and voluntary parts 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 nursery is open Monday to Thursday from 7.30am to 3.30pm and from 7.30am to 3pm on Fridays. It operates for 38 weeks of the year closing for two weeks at Christmas and two weeks during the school summer holidays. The breakfast club operates Monday to Friday from 7.30am to 9am. The after school club operates Monday to Thursday from 3.30 to 5.30pm. Both out of school clubs run during term times only. There are 81 children on roll. Of these, 71 are in the early years age group. The nursery is in receipt of funding for free early education for three and four-year olds and also any eligible two-year olds. Children may attend for a variety of sessions and may stay all day.

The nursery employs 15 staff including the manager and a bursar. All staff working with the children hold a relevant childcare qualification and one of the supervisors holds a relevant Foundation Degree.

What the setting needs to do to improve further

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

- increase opportunities for children aged over three years to link written words and numbers with their meaning in the outdoor world.

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 starting points, including children with special educational needs and/or disabilities. Staff place a strong focus on building children's confidence while developing their language and physical skills. Staff use planned activities and spontaneous opportunities effectively to promote children's learning. Children enjoy story times as staff use props to tell the story. This engages children's attention and encourages them to speak as they predict and tell the story themselves.

This supports children's confidence and their language skills well. Outdoors, children pretend to be pirates and huddle in to the playhouse with a member of staff who joins in and extends their imaginary play. She encourages young children to join in and reminds older children to welcome them. This enables all children to learn to play as a group. The member of staff asks questions to encourage children to think, for example she asks older children 'where are we sailing to?' Children excitedly launch in and explain 'we are pirates, we can go anywhere'. Staff introduce new words to extend children's vocabulary and understanding, such as 'telescope'. Children look through the cardboard tubes that represent telescopes, saying they can see ships. Younger children show they are developing confidence as they sit on a member of staff's lap and join in singing a song and clapping their hands. Outside the playhouse, staff continue the pirate theme by suggesting children 'walk the plank'. Children respond excitedly, developing their physical skills as they carefully balance, stepping along and making a big jump in to the water at the end. This demonstrates that staff are confident to use one child-initiated activity to encourage children to develop a wide range of skills.

Children aged over three years show great confidence as they move freely around the playroom and garden. The interesting play equipment and play opportunities motivate them to learn and explore outdoors. Children show great interest in the current life cycles topic as they learn about wildlife and staff extend this theme to incorporate other areas of learning. For example, children read favourite storybooks about caterpillars and butterflies. They re-enact the story using props and they learn the life cycle of the caterpillar to a butterfly. The theme continues in the garden as children hunt for bugs. They eagerly use trowels and carefully dig in the soil looking for creatures and placing them in a tub. Upon finding a worm and slug, they take them to the table staff equip with magnifiers, rulers and large pictures of bugs to extend children's investigation and interest. Staff are alert to what the children are doing and join them to promote their learning further by asking questions. They test children's prior knowledge and increase their understanding through talking about what children have found. Staff members encourage children to match the creatures to the pictures and ask what they are. Children respond and explore differences between worms and snails, as they talk about the snail having a shell. Children's language is growing as they share thoughts, describe the creatures and compare them. Staff then extend the activity by suggesting they use the ruler to measure the worm. This also supports children's mathematical development.

There are lots of words and number labels indoors to help children develop reading and counting skills, although there fewer opportunities outdoors. This means that children do not have as many opportunities to link written words and numbers to things that they find outdoors. For example, there are no word labels with each picture of the bugs on the table outside to help support children's reading skills in this activity.

All staff demonstrate a secure knowledge and understanding of how to promote all areas of learning well. They know children's level of development and plan how they help children progress. Staff assess and monitor children's progress. This means any delays in reaching the expected milestones and priorities for development are successfully identified. Children make good progress as a result.

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

The effective key person system and the caring approach of the staff play a positive role in ensuring children settle well. Staff get to know the children well and children are close to them. Key persons know a lot about their key children, their home backgrounds, the professionals involved in their life, and their specific needs. As a result, children feel safe and secure and display confidence and develop independence in their play and routines. Very young children learn to feed themselves with the caring support and encouragement from staff. Older children develop their independence as they work alongside staff to prepare the fruit at snack time. They show pride in being 'great helpers'.

The bright and interesting nursery provides stimulating areas for children to play and learn both indoors and outside. The play resources and equipment promote learning well. Staff make sure equipment is easily available to all ages of children so they can help themselves. Older children confidently select from a wide range of creative resources, including scissors and glue that allows them to explore and design. Painting activities placed at a low level and equipped with chunky paintbrushes mean toddlers can make the choice to paint. Brushes are easy for young children to grip and this enables them to use tools and develop their hand coordination. Children respond well to the age appropriate support provided by staff to help them to take turns and manage their feelings. As a result, they follow instructions well, for example older children know they need to follow the instructions on signs in the playroom. The signs show that only two children may wash the dolls and that six children can sit at the snack table. When children approach the table and find all the seats full, they are happy to wait their turn. Younger children learn to take turns and to be kind to each other. These cooperative skills support children as they move on in their learning, for example to school.

Staff promote children's understanding of healthy lifestyles well. Children talk about the healthy fruit they select. The nutritious meals delivered to the nursery meet children's dietary needs well. Children of all ages quickly learn to check for their photograph on their drinking cup and these are always made available. This means that children are protected from cross contamination and they can have a drink whenever they are thirsty. Children are aware of keeping healthy and they explain they have 'bacteria' on their hands that can make them ill. All children benefit from and enjoy lots of fresh air and exercise. Staff give effective support to children with physical difficulties and this allows them to develop their muscles and control of their bodies while having fun and new experiences. Children laugh and squeal as they stand on the scooter while being pushed along fast by a member of staff. Staff make good use of the secure outdoor areas attached to both the units to promote children's good health and learning.

Procedures to promote children's safety and to respond to accidents have recently been updated. For example, staff have all undergone paediatric first aid training. This means that they are able to manage any accidents. Staff have improved their knowledge and understanding of how to promote children's safety and to risk assess areas of hazard, so that they are able to protect children well.

Staff prepare children well for moves within the nursery and to school and for their future

learning. A series of visits to the next room allows children to get to know their new key person and learn the new routines. The moves take place when most appropriate to the child's stage of development, which meets children's needs successfully. Children learn positive skills and attitudes to exploring and learning, building friendships and their self-care. This means that they have strong skills to support them at school. Staff make effective links with schools, whose teachers visit the nursery to get to know the children before they start school.

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

Arrangements for safeguarding children are effective. Managers have a secure understanding of their responsibilities to meet the safeguarding and welfare requirements. All staff have a clear knowledge of the child protection procedure to follow should they have a concern regarding a child. Staff and key people of the committee update their child protection training to ensure they operate in line with current guidance. There are effective procedures in place to recruit staff and committee members and these ensure the suitability of all adults involved in the nursery. This means that children are well-protected.

The manager has been appointed since the last inspection and has met the recommendations made at that time. For example, staff's professional development is now promoted through regular support meetings and appraisals. As a result, staff are motivated to increase and share their skills, which benefits children. The manager implements effective systems to include all those involved in the nursery and out of school care. She seeks the opinions of staff, parents and children and uses these well to shape the provision. The management structure is effective as there are successful lines of communication between the manager and the committee. The manager has recently undergone training to improve her skills and welcomes support from the local authority to develop the nursery further. The action plan for each aspect of the nursery, including staff development and the environment, shows her clear vision for the future and that she is able to take action to make improvements. This means that the nursery is able to sustain improvements over time.

The manager leads an enthusiastic team who have developed a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The nursery provides a good range of experiences in the every day planning to promote children's learning well.

The strong focus placed on developing links with parents increases involvement in children's learning. Staff get to know the families quickly, which enables them to provide support. The manager knows the benefits of working with other providers children may attend. Staff make strong links with schools child will go to. Staff work closely with outside agencies to support children with additional needs. Parents value this additional support and report their children's development is improving as a result.

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 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	113670
Local authority	West Sussex
Inspection number	912687
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	81
Name of provider	Thorney Island Nursery Committee
Date of previous inspection	22/02/2011
Telephone number	01243 388345

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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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