

Trospacc Nursery

Stockheath Lane, HAVANT, Hampshire, PO9 3BD

Inspection date

24/10/2013

Previous inspection date

11/12/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- There are very good partnerships with parents in place, which involve and engage parents in their children's learning. Consequently, children are making good developmental progress.
- Good quality resources, within an enabling and rich environment indoors and out, ignite children's interest to play and learn.
- Staff training in positive interaction is having a successful impact on children's development in communication and language skills.
- Safeguarding procedures are robust and followed rigorously by staff to protect children.

It is not yet outstanding because

- Children's starting points on entry to nursery are not always recorded in depth so any new or covering staff are not always as well equipped to promote children's best possible progress.

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

Inspection activities

- The inspector observed children in their play and their interaction with staff.
- The inspector spoke to staff, children and parents.
- The inspector sampled the nursery's documentation and children's records.
- The inspector held a discussion with the manager and LA advisor.
- The inspector invited the manager to conduct a joint observation with her.

Inspector

Lorraine Wardlaw

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 90 children on roll of whom 38 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:

- strengthen the system to record in depth information about children's starting points so agency working with children can be as knowledgeable as the key person about children's individual needs.

Inspection judgements

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

Children engage happily and with enthusiasm with the stimulating experiences offered to them. This successfully promotes their learning and development and progress across all seven areas of learning in the Statutory Framework for the Early Years Foundation Stage. They show good motivation in their self-chosen play, often singing favourite rhymes and songs together spontaneously as they play. For example, they sing 'five little ducks went swimming one day ?.' when playing in the water with friends. This is because staff have completed training in 'keep on talking' and encourage parents and children to learn full nursery rhymes together each term. This promotes children's understanding of the rhyme

and rhythm of speech and song. Staff fully understand the importance of developing language through songs and how this positively contributes to literacy skills. Children listen attentively as staff read a story, responding to questions posed eagerly. Staff interact purposefully with children to build on their interests, knowledge and skills offering them effective teaching support. For example, children excitedly talk about breakfast time and independently collect their bowls, cutlery and sit at the table serving themselves with cereal and milk. Staff are close by and effectively promote children's self help skills and mathematical skills. Children select three grapes from the bowl with matching picture and number, and are encouraged to problem solve when they have chosen more than three grapes. Outdoors staff offer extension and challenge to a group of children who put petrol in their pretend car and talk about the car breaking down. They set up an impromptu garage with tools and cash register for children to role-play being car mechanics. Children with special educational needs and/or disabilities are identified swiftly by the staff and a full educational plan is devised and implemented to enable them to make progress. As a result, staff identify any gaps in learning successfully and take prompt action to close these gaps.

Younger children under the age of two are also given purposeful, attentive support by the staff in their play and learning. Babies sit with their coats on outdoors on mats, playing and exploring happily with the toys and staff sit with them. Staff are talk to babies and engage their eye contact, playing with them to successfully promote younger children's social interactions. For example, babies explore the brushes and water with their fingers and then crawl to the blackboard. Adults show babies how to make water marks on the board with the brush and babies then copy this. After their success, adults praise them highly praise and babies smile broadly in response. This helps to consolidate their learning. Staff have a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. This, coupled with the good knowledge they have of each individual child means they can assess their needs and plan effectively for their progress. Key groups times are implemented each day where staff can focus more closely on implementing children's next learning steps. Staff also document and plan for 'possible lines of development' for each child, to ensure that the educational programme matches children's needs. There are overall good systems to gain information and provide information to parents about children's progress. Home visits are often conducted by the key person to gain a full picture of that child's needs on entry to nursery. However, the information recorded is not always in-depth which means when agency staff are covering a key person's role they are not completely knowledgeable about children's individual learning needs to promote their best possible progress. Permanent staff demonstrate a good understanding of children's backgrounds and capabilities and how they plan for their needs. As a result, children are acquiring the skills they need to be ready for the next stage in their learning.

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

The nursery offers children a very welcoming and inclusive environment, which means that all children show they are happy and content. They can freely choose play activities from attractive, rich learning areas. The garden has recently been developed and provides

children with a challenging, interesting and very varied play space. Children demonstrate that they feel safe and secure through their warm relationships with the staff and the other children attending. This includes agency staff who are covering for staff absences and staff vacancies. Management ensure they always use the same agency staff at these times for continuity of care and learning. Children demonstrate they are making good progress in their personal and social development. For example, they show care and concern when a child is inadvertently hurt and instantly cuddle them, to make them happy again. Children behave very well. They show that they understand the routines of the day and are eager to help and join in. For example, children happily tidy up when they hear the music playing which is a sign that the routine has changed. Children eagerly recite the golden rules at the start of the session, such as 'be kind to our friends'.

Children are developing securely in their physical development because they have regular opportunities for outside play, which is stimulating, interesting and effectively promotes children's curiosity and movement skills. They learn about their own safety awareness through playing independently outdoors. For example, children climb in and out of the raised sandpit and the tree, when they feel confident to do so. Children dig in the sand pit using a range of hand tools. Staff challenge the more able children to move across the whole of the climbing wall, sideways. Free choice opportunities to be outside means that children thrive because of regular fresh air and exercise. Children learn to make healthy choices and understand about a balanced diet through their activities. For example, during the well-planned breakfast and snack time staff talk about healthy choices. At lunchtime children enjoy a home made, well-balanced hot meal prepared by the on site chef. They eat plenty of fresh vegetables with their meal and drink which positively promotes growth and development. Before eating, children acknowledge their personal hygiene routines and the need to wash their hands in the bathroom. After eating they eagerly clean their teeth looking in a child height mirror fixed to the wall to check the use of the brush on their teeth. When children move up into the older age group they make regular visits with their key person to ensure they are ready for their next stage in their nursery life.

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

The leadership and management team ensure that safeguarding children is a priority. All staff and management acknowledge their responsibilities to safeguard the children and follow whistle blowing procedures rigorously to protect children. Management tackle staff underperformance through one to one supervision, targeted actions and disciplinary hearings if necessary. Close monitoring of practice takes place of the staff who are highlighted as not always implementing the settings robust policies and procedures well. For example, managers support staff to deal effectively with children's different ages and stages of behaviour. All staff have regular training on child protection and behaviour management and nearly all are knowledgeable and have a full understanding of these procedures. The risk assessments and daily checks on the environment help staff support children's safety, allowing them to play safely indoors and outside. Audit checks are undertaken on the accident records. If equipment is evaluated as being more hazardous such as the recyclable outdoor crates, children learn the rules of how to play with them

safely to minimise accidents. There are effective recruitment and induction systems to make sure that staff working at the nursery are suitable to do so. There have been changes to the way that staff supervise children in the garden and as a result, children are safeguarded, both inside and outside on the nursery premises.

The nursery has evaluated their practice successfully and effectively. They do this through daily and weekly evaluation discussions and regular team meetings. Consequently, the nursery is able to reflect confidently on the strengths of their practice and have well-targeted action and development plans for future improvement. For example, they are soon to make the under two room larger by knocking through to the community room. The nursery is continually moving forward in terms of quality of practice. Partnerships with parents is a key strength of the setting. All parents report glowingly and knowingly about the nursery. They talk about the united approach to meeting their child's individual needs, extending their learning and helping them to make progress. For example, a parent says 'its amazing cannot praise them enough'. The partnerships with other providers, schools and the local authority advisors are strong. For example, the nursery is involved in the Havant Early Learning Partnership (HELP) with the Infant school and jointly undertake initiatives to improve learning outcomes for children.

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 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	EY447988
Local authority	Hampshire
Inspection number	937591
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	90
Name of provider	Hampshire County Council
Date of previous inspection	11/12/2012
Telephone number	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, 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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