

Park Families Sharps Copse Nursery

Sharps Copse Childrens Centre, Prospect Lane, Havant, Hampshire, PO9 5PE

Inspection date	21/01/2014
Previous inspection date	12/09/2011

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

- High quality staff interaction and effective teaching techniques ensure all children continue to make rapid progress in relation to their starting points.
- All children benefit from the excellent partnerships between the nursery staff and their parents.
- Robust staff supervision and professional development effectively drives improvement.
- The innovative and stimulating curriculum is planned to meet the individual needs of all children.
- Staff support children with special educational needs and/or disabilities effectively and very strong interagency partnerships ensure they meet children's individual needs successfully.
- The safeguarding procedures are robust and effective to promote the welfare of 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 observed activities in all base rooms and the outside play area.
- The inspector spent time talking with the manager, parents, staff and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Lisa Cupples

Full report

Information about the setting

Park Families Sharps Copse Nursery opened in 2004. It operates from four rooms within the children's centre at the same address. It is situated in West Leigh, Havant in Hampshire. The nursery opens each weekday from 8am to 6pm for 51 weeks a year. All children have access to secure outside play areas. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 144 children in the early years age range on roll. The nursery provides funded early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those children who have English as an additional language.

There are currently 18 members of staff employed to work with the children. All of these hold appropriate qualifications and one member of staff holds Early Years Professional Status. In addition, there is a part time receptionist, a kitchen assistant and a cleaner.

What the setting needs to do to improve further

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

- continue to develop the use of the outdoor area so this also reflects the high quality of provision available indoors.

Inspection judgements

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

All children are making rapid progress towards the early learning goals in relation to their starting points on entry. Staff across the nursery demonstrate an excellent understanding of the Statutory Framework for the Early Years Foundation Stage and implement it successfully to promote children's welfare, learning and development. Staff spend time recording detailed observations of the children's achievements and progress and then use the information well to plan individual activities and experiences for all children. All staff know exactly what they are working towards with the children. This results in purposeful planned learning intentions, where the children have fun and learn without realising. All children are actively engaged in their learning and are involved in planning activities that link in with their own interests and suggestions.

All children celebrate a wide variety of cultural festivals as they learn about the world around them. Staff facilitate the children's learning extremely well using a wide range of teaching techniques. All staff know the children exceptionally well and know what the

children are working towards. As a result, all interaction and conversation with the children is purposeful and highly effective. Staff extend the children's learning through planned activities as well as spontaneous learning through incidental opportunities. For example, children discover a frozen water tray outside and show a member of staff. Together, children and staff explore the ice, breaking it up and watching as it melts. Children learn about different temperatures and the effect the sunshine has on the ice. For example, staff provide reference books to demonstrate information about the topics they are covering. Children are highly motivated and eager to learn more, asking many questions and showing curiosity during free play and planned activities.

Children express much happiness and enjoyment during their time in this setting. They work together cooperatively, often singing 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. All children have access to an extensive range of accessible resources to promote their decision-making skills and independence well. Children enjoy listening to stories and handling books as they learn about the value of text. Staff are skilled at bringing the stories to life, using character voices to hold the children's attention. Children have many opportunities to practise their early writing skills in a wide variety of ways. For example, they enjoy making lists, writing their names or making patterns in the cornflour mixture and paint. Staff actively promote children to count and use mathematical language as they play. Older children group objects together and younger children randomly say numbers as they develop their understanding of counting and numbers. All children use everyday technology in their play as they begin to learn about computers and programmable toys. Children are able to create their own ideas and explore the resources as they experiment with a wide range of media. Therefore children are making excellent progress in their learning.

The nursery staff have developed very strong links with local schools to ensure the children's move to school goes smoothly. Children visit the local school to become familiar with the school staff and the building. Staff effectively promote the children's readiness for school, developing their self-care and listening skills successfully. The nursery team have excellent systems in place to assist the children's smooth moves, both into the next age and stage base room within the nursery and into school. As a result, children are gaining the skills and attitudes they need to be ready for school or their next stage of learning.

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

All children are extremely happy and settled during their time 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. Children confidently share their views and opinions, share their thoughts and express themselves freely. Staff respond extremely well to children, giving them a sense of belonging and this encourages children to be fully involved in their learning. Children move around the setting with ease. They are happy to explore the resources and their

play and learning environment. As a result, of the very positive relationships the children form with the adults in the setting they demonstrate high levels of self-confidence and self-esteem, in all age groups.

Staff demonstrate that they know all children exceptionally well. They recognise when the children are tired or hungry and quickly respond to their individual needs. Staff implement meticulous hygiene procedures to protect the children and prevent the possible spread of infection. For example, nappy changing procedures are excellent. All staff are aware of the high expectations of the management team and implement the policies and procedures effectively and consistently. All nursery staff hold food hygiene certificates and ensure children's individual dietary needs are being met. Meticulous safety procedures are in place to monitor and cater for allergies or medical requirements. Children learn about healthy eating through daily discussion, activities and routines. Staff talk with the children about the types of food that are good for them. All children have many opportunities to practise their physical skills, as they ride wheeled toys with ease and practise climbing and balancing, both outside and inside the nursery. Older children talk about the importance of exercise and know that regular physical activities help their hearts to grow stronger. All children have access to the secure outdoor play areas. However, children do not always have access to as wide a range of outdoor activities as indoor activities to fully promote their play and learning experiences equally in both these areas.

All children learn about the importance of keeping themselves safe from an early age. For example, children practise regular fire drills with the staff and know how to evacuate the building quickly and safely in the event of an emergency. Some of the four-year-old children are able to explain exactly what happens during a drill, demonstrating a very clear understanding of the evacuation procedures. Staff ensure that children are aware of safety rules within the nursery. For example, they are aware not to run inside the building, to sit down when eating or using scissors and they remember to be careful of others when using wheeled toys outside. Children also learn about wrapping up to keep themselves warm and about the dangers of the sun in warmer weather. Children make particularly extremely good progress in skills that will support them in the future. Children approach each other and visitors with confidence. They demonstrate an excellent understanding not only of the expected codes of behaviour but the reasons why these are important. Children remind each other of how to behave.

Parents are actively encouraged to be fully involved in their children's learning as soon as they register their children at the nursery. Staff 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 able to make written contributions. Parents' evenings and written reports, including information about the children's next steps are provided regularly to enable parents to extend their children's learning at home. In addition, parents are actively involved in the policy and decision making processes within the nursery, such as being represented on the nursery policy and procedures sub-committee.

The effectiveness of the leadership and management of the early years

provision

The nursery procedures for safeguarding are comprehensive and effective. All staff have attended safeguarding training and they all know how to implement the procedures to promote the welfare of the children in their care. The management team display the Local Safeguarding Children's Board contact details and procedures all around the setting for staff, parents and visitors' information. Staff thoroughly discuss all safeguarding policies with parents to ensure they are fully aware of the nursery's child protection responsibilities. All parents have access to hard copy policies and there are copies of all policies on display for them to read at any time. All children benefit from an extremely safe and secure play and learning environment because all staff are vigilant and take steps to minimise any potential risks to children. For example, staff clean up any spillages immediately to prevent any slips or falls. Full written risk assessments are carried out covering all areas the children come into contact with, including outings. The management team implement robust and rigorous recruitment and vetting systems consistently to ensure all adults in the nursery are suitable to work with children. Visitors are required to sign in at reception in the entrance foyer and must show their identification and sign in the visitors' log. Each base room has an individual key code pad to prevent any unauthorised access into the rooms.

The nursery has extremely effective evaluation procedures in place to monitor the effectiveness of all aspects of the setting. The manager, all staff, parents and children contribute to the evaluation process through discussions, written comments, suggestions and questionnaires. This enables the nursery to assess its own strengths and identify any areas for improvement. The setting uses the Infant, Toddler Environmental Rating Scale (ITERS) and Early Childhood Environmental Rating Scale (ECERS) rating scales to monitor and improve the children's learning environment. As a result of implementing these schemes the key people system has improved. In addition there are formal handovers with parents in place to ensure they are fully informed about their children's time at the nursery. In addition, the base rooms have been re-organised and children are now able to move around freely to explore and investigate their surroundings. The nursery has an excellent capacity to improve and maintain continual improvement.

Extremely effective performance management systems ensure all staff are highly confident in their roles within the nursery. Managers carry out continual monitoring of staff practice, identify training needs and review all paperwork to ensure it is maintained to an exceptionally high standard. The managers and staff play an active role in continuing to drive improvement. For example, managers spend time in the nursery rooms monitoring the effectiveness of staff performance and the quality of staff interaction with the children and their parents. They also monitor the quality of activities and experiences provided for the children. All staff complete regular training to ensure their personal skills and professional development continues to grow. Because of the nurturing style of management in the nursery all staff are incredibly enthusiastic about the work they do and they are all passionate about improving outcomes for all children.

The nursery has excellent links with a wide variety of external agencies to ensure all children's individual needs are met in the best possible way. Well-established and rigorous

systems are in place to identify and support children with special educational needs and/or disabilities. The special needs coordinator is extremely knowledgeable and works very closely in partnership with the parents to address any concerns. She implements individual strategies, agreed with parents to ensure a consistent approach both at home and in the nursery for the children. In addition, nursery staff work closely with other agencies to support children who speak English as an additional language. This includes using sign language, labelling the rooms in different languages and valuing children's home languages.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY305510
Local authority	Hampshire
Inspection number	827107
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	144
Name of provider	Park Families Ltd
Date of previous inspection	12/09/2011
Telephone number	02392485182

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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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