

Portsdown Nursery

Portsdown Primary School & Childrens Centre, Sundridge Close, Portsmouth, Hampshire, PO6 3JL

Inspection date

Previous inspection date

10/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- A bright, welcoming, rich learning environment with good quality resources is on offer to children inside and out.
- Management and staff are knowledgeable about their responsibilities regarding child protection and have robust systems in place.
- The nursery promotes a positive partnership with parents, particularly for those families who require additional support.
- Some staff engagement and interaction with children is good. Overall, children make positive steps in their learning.

It is not yet good because

- The key person system, on occasions is not fully tailored to children's needs to enable every child to have secure emotional attachments.
- The teaching and learning for all children is not consistently good because of the way the groups are organised to meet their needs.
- Staff do not always talk to children about how to keep safe during free play.

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.

Inspection activities

- The inspector observed play and learning activities and tracked children, indoors and out.
- The inspector undertook a couple of joint observations with the nursery manager.
- The inspector had discussions with the manager and the head teacher regarding leadership and management.
- The inspector looked at a sample of children's progress records, planning and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

Portsdown Nursery registered in 2005. It operates from classrooms within Portsdown Primary School and Early Years, which is situated in the Cosham area of Portsmouth, Hampshire. It is managed by the Local Authority. The nursery for children under the age of three is registered on the Early Years Register. Currently there are 48 children on roll. The setting provides funded early education for two- and three-year-olds. There is a separate on site local authority pre-school provision, which provides funding for four-year-olds, which nursery children move on to.

The nursery is open each weekday from 7.45 am to 5 pm throughout the year. Children have access to two secure enclosed outdoor play areas. The nursery currently supports a number of children with learning difficulties and/or disabilities and those for whom English is an additional language. The registered nursery employs 13 members of staff, all of whom have appropriate early years qualifications from level 3 to level 6. The setting employs two staff who are Early Years Professionals and two staff with Qualified Teacher Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the organisation of the groups to ensure that every child's individual needs, interests and stage of development is taken into account to plan enjoyable and challenging experiences in all areas of learning
- make sure staff have a clear understanding of their role as key person to help ensure that every child's care is tailored to meet their needs and to help them feel secure and settled.

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

- work with children more effectively to teach them about how to keep themselves safe.

Inspection judgements

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

Children under three years attend this nursery. They have plenty of opportunity to freely explore the rich and stimulating environment, indoors and out. Older children show they

have a positive attitude to learning during the adult-led activities, such as when they make coloured play dough with the adult. They talk about the ingredients and mix it together before playing with it in a small group with their friends. They enjoy prodding, poking and squashing the dough with their hands and fingers and like to talk about it. For example they say it is 'cold' or 'we got big play dough'. Overall, staff interaction is fairly purposeful with children during their freely chosen play and routines. There is due emphasis on promoting children's communication and language skills. This means that overall children are making encouraging steps towards the early learning goals, given their starting points. However, the nursery has recently moved to a new larger room and the way the nursery is currently organised means that the experience for a few of the one-year-olds is less than good. These children sometimes look lost and flounder at the large open spaces available to them. Their key person or buddy is sometimes busy caring for the youngest babies in the separate area. This means the children are not always successfully engaged in playful and meaningful interactions appropriate for their age and stage. Other staff do their best to get down to their level, to be sympathetic and understanding towards them but this means their progress is not always successful. Children enjoy the rhyme time activities, but it is often within mixed age groups all together, just before they sit down for snack. On occasions, staff use objects to help the children engage and understand what song they are going to sing. For example, a spider or turtle is shown to the children before they do the actions and sing elements of their favourite rhymes. Some children show excitement and are making good progress learning new rhymes, which promotes their communication and language skills.

The two-year olds and rising three-year-olds enjoy the freedom and space of outdoors. They explore in the large sand pit, digging with spades and making castles alongside staff who encourage them to talk and to count. Children play and investigate with balls on the interesting drain pipe construction in the middle of the outdoor area. They stand at the chalk board and make marks, developing their finer physical movements and pre-writing skills. Young babies are cared for by adults who fully tune into their needs and who interact with them well, building on what they know and can do. They are fully supported in their social and vocal interactions by their key adults. For example, they snuggle in on their special person's lap to share a book, and have fun picking up and touching the different materials in the treasure basket. Babies knock down noisy cubes set up by the adult. When they vocalise and point, the adult cuddles them close, imitates the sounds and talks to them about what they can see. Staff complete regular written assessments of children's development, including the progress check for two-year-old children. These are informed by snap shot observations and longer observations, so key staff can get to know each child's capabilities. Their next learning steps are implemented in freely chosen play. However, because of the weaknesses in the planning of the organisation of the room and the key person system the implementation of these are not always successful for all children. Overall, all children are developing skills that will help them in their future.

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

The attractive, welcoming and clean nursery offers children and parents a comfortable, enabling environment in which to play and learn. There is ample space for children to

move around and explore a good range of quality resources, with a small sectioned off baby area for the under one-year-olds. Colourful photos and displays are at low level for children and parents to see, to promote children's learning. Outdoors is inviting to children because of the way it is planned. For example, the nursery has a 'Bug hotel' made out of natural materials to promote understanding of the world. Although children are happy, have a key person or buddy and mostly form secure attachments to them, on occasions their care is not fully tailored to their needs. This is because not all children have consistent, regular opportunities to be with and to play with their special person, particularly the one-year-olds. In addition intimate care routines, such as nappy changing, is carried out by each member of staff, who take it in turns each day.

The youngest babies receive good care and staff follow their individual routines. They settle well to sleep and show they are comfortable and secure as they excitedly explore the toys. Children behave well according to their age and stage. Staff use praise and encouragement so children develop in self-confidence and positive behaviour. Staff risk assess the room every day to ensure the room is free of small objects that would be hazardous to the one-year-olds in the main play area. Children are learning the riskier challenges in a managed environment. For example, going up and down the toddler slide or climbing in and out of the sandpit, with a member of staff close by. However, on occasions staff do not talk to the children about keeping safe. For example, when construction bricks are left lying on the floor as a trip hazard, or when there are too many children standing and playing on the wooden blocks in the construction area. Nonetheless, children regularly practise fire evacuation drills so they become confident to manage their safety in the event of an emergency.

Children learn self-care skills through the staff, who promote health and hygiene routines. They are encouraged to wash their hands before eating and to blow their noses on tissues, disposing them in a bin. Children learn about having a healthy lifestyle as they enjoy fruit and a breadstick for snack. Personal independence is promoted during whole group snack time as children attempt to pour their own drinks. Children eat well and enjoy the hot nutritious meal brought across from the school. Children's food allergies are taken into account by the adults; they are aware of each child's individual and medical needs. Children can choose to play outside daily and enjoy activities that develop good physical skills. They enjoy using climbing equipment and the large soft and hard blocks indoors to develop their larger movement skills. Babies can sleep according to their needs in a cot in the baby area and children receive plenty of exercise to support their good health. Children are supported by their key person when they move up to the pre-school room because they have increased timed visits to enable them to become familiar with their surroundings.

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

The management and newly formed staff team have a secure knowledge of safeguarding issues and have robust systems in place to protect children. Close partnership working with the school and statutory agencies help to protect children's welfare. A robust

recruitment and vetting procedure is undertaken by the local authority, with all staff holding a clear Disclosure and Barring Service check. Visitors to the nursery are monitored through use of documentation. Staff speak positively of the management team and feel they are well-supported by them, particularly the newest recruits. There are clear lines of communication open to them through a secure induction programme, regular supervision and mentoring by the senior staff. The manager, who talks passionately about her work, has a sound overview of the educational program delivered across the nursery. She is aware of the strengths and some of the settings weaknesses regarding delivery of the learning and development requirements. The setting makes use of the Ofsted self-evaluation form to evaluate the practice, with good points for improvements included. For example, the garden is still in development and the nursery would like to work towards an accreditation award. Staff take part in annual appraisals and staff performance is monitored and addressed when necessary.

Parents speak positively of the friendly approachable staff with whom they have regular communication about their child's individual needs. Home visits take place, which means that key staff and the manager get a full picture of each child's needs from the beginning of a child's place at nursery. The parents are informed about children's development because their learning journeys stories are shared regularly each term. Good displays around the nursery encourage parents to become involved in the children's development, such as a lovely photographic display on how to encourage young children to talk. In addition, there is a book sharing scheme which promotes interactive learning at home. Partnerships with external agencies and other providers are well established. The nursery works in tandem with the school and agencies and professionals who support specific children's welfare.

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	EY312786
Local authority	Portsmouth
Inspection number	950728
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	26
Number of children on roll	48
Name of provider	Portsdown Primary School & Childrens Centre Governing Body
Date of previous inspection	not applicable
Telephone number	02392 378991

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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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