

# Glenhurst Nursery & Pre-School

Glenhurst School, 16 Beechworth Road, Havant, Hampshire, PO9 1AX

<b>Inspection date</b>	27/01/2014
Previous inspection date	15/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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

- Pre-school children are very engaged and motivated to learn during singing time and co-operate well during whole group circle activities.
- Good communication with parents takes place with effective information sharing on children's care and learning.
- Management have robust safeguarding systems in place to protect children.
- A secure key person system supports children's care and emotional well-being.

### It is not yet good because

- The quality of teaching and learning experiences for some of the younger children attending is variable.
- Management and staff do not make the best use of resources and space for effective learning and care.
- Teaching strategies and liaison with other agencies does not always effectively support children learning English as an additional language or with special educational needs and or disabilities.
- The monitoring and evaluation of staff and nursery practice to drive improvement is not rigorous.

## 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 play and learning activities and tracked children, indoors and out.
- The inspector undertook a joint observation with the nursery manager.
- The inspector had discussions with the two managers and the provider 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

Glenhurst Nursery and Pre-School is privately owned and was registered in 1999. It is registered on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register. It operates from a house and a separate self-contained outbuilding in the centre of Havant, Hampshire. Children have access to several base rooms and a secure outdoor play area.

There are currently 92 children in the early years age group on roll. The setting is open from 7.45am to 6pm for 50 weeks of the year. The setting provides a breakfast club from 7.45am until 8.30am and an after school club from 3.15pm until 6pm. It also provides a holiday club for older children. The setting receives funding to provide free early education for children aged two, three and four years. The setting supports children with special educational needs and/or disabilities and those learning English as an additional language. There are 23 staff who work with the children, of whom 21 hold a relevant National Vocational Qualification at level 3, and two are working towards a qualification.

### What the setting needs to do to improve further

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

- improve children's learning and developmental progress by monitoring and evaluating play and adult-led activities to ensure they meet individual children's learning objectives and plan and organise a rich and stimulating play environment
- link with agencies to ensure those children with special educational needs and/or disabilities and those learning English as an additional language receive specialist teaching support from staff.

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

- rigorously evaluate staff practice to feed this into their supervision, to drive improvement
- develop the sleeping arrangements for toddlers using appropriate furniture in a separate area away from children's play areas.

## Inspection judgements

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

Most children demonstrate they are keen and eager to learn, particularly the older, more able, confident children during key person group time. They enjoy their freely chosen play and can make some choices during the morning, indoors and out from the suitable activities the staff have planned. For example, older children decide to build a dog kennel from the construction materials outdoors, which promotes their imagination and thinking skills. However, the play and learning environment is not richly resourced and furnished, with clearly defined stimulating areas. This limits the play choices for some of the children. Most children engage in purposeful activities, such as attempting to complete a soft shaped floor puzzle in a small group or explore the coloured gloop with wheeled toys and animals. Overall, staff get down to the children's level and interact sensitively with them. Staff give children clear support and guidance which promotes their communication, language, physical and social skills. This is particularly evident in the baby area, and with the older children who are receptive to learning. However, for some groups of children particularly the younger toddlers, those with special educational needs and or disabilities and learning English as an additional language the experience of nursery is less than good. This is because staff are not always clear of their role during adult-led activities to ensure all children's learning needs are effectively met. Staff are not all skilled at interacting and engaging with them purposefully, differentiating their interactions for individual children. For example, during a play dough making activity the member of staff stands over children behind them and instructs them what to do but does not repeat and emphasise key words for those children learning English nor use other teaching strategies to support their learning. Children use different tools, are keen to make the dough and manipulate it into different shapes. However, the quality of the teaching means that it is not a rich language and learning activity, with opportunities not taken up to introduce counting and new vocabulary such as 'ingredients'. Learning is not always re-enforced and re-shaped during adult-led activities. For example, when children excitedly hold up their mucky hands and say 'erhh' to the practitioner they go unnoticed. During other exploratory play with 'gloop' the interaction of the adult with the children is better, with spoken language being re-enforced and the adult role modelling the play, sat with them giving them eye contact. This means that across the nursery teaching and learning experiences for children are variable. Pre-school children use numerals and count during the routines of the day, promoted by the adults. Children show good engagement during the singing activities enthusiastically joining in with the actions and the words, in quiet and loud voices, listening well. Those children with confidence respond eagerly to suggestions of the next song to sing and all of them happily and excitedly take part in their favourite 'Isn't it funny a bear likes honey' circle game. The adults complete observations and assessments of children's development, including the progress check for two-year-old children. However, their next learning steps are not being consistently and effectively implemented by all the staff during the adult-led activities and freely chosen play. This means that overall children are developing some skills that will help them in their future.

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

Children settle well at the nursery and older children show they have good relationships with staff and good levels of self-assurance. A secure key person and buddy system is in place which means that all children have the opportunity to build a strong bond with their special adult. This is because care routines, such as nappy changing are carried out by their special adult, or by the key buddy, as much as possible. When young children become unsettled at lunchtime the key buddy comforts them and gives them good attention which calms them down to eat their dinner. Children are reminded to wash their hands before eating and after using the toilet. They take part in regular outdoor play in small or larger groups. Children throw balls to one another and move about on the push along wheeled toys, which helps develop their movement and physical skills. Children enjoy a snack, mid morning, of fruit or breadstick with milk or water. A well-balanced meal is cooked by the on site chef which children relish and often have seconds. This contributes positively to children's health and well-being. Babies home sleep routines are followed as much as possible by their key person. However, the sleep arrangements for toddlers are less than good because they sleep on cushions or soft toys in the book corner. This is not hygienic and limits the play choices of the children who are awake. Overall, the nursery do not make the best use of the space and resources in the playroom and associated facilities.

Older children demonstrate good behaviour in relation to their age, and know the rules and boundaries of the nursery. Staff encourage children to walk indoors to keep safe. Most children show good behaviour and, on the whole, staff are good role models. But staff are not always vigilant with regards to encouraging children to tidy up in the younger nursery which means play resources are sometimes left of the floor. This is because staff do not always work on children's learning needs well to fully promote the well-being of children. Overall, there is a suitably varied learning environment with age appropriate play resources available in the main playrooms. However, the play spaces are not all well-planned to be rich, stimulating and welcoming. There are not any picture labels or open shelving so toddlers can make easy choices. Storage units in the pre-school room are not robust for the play resources, which then get mixed up and offer limited play value. In addition, the book areas are not a communication friendly space, because young children cannot easily see favourite books. Children can view some of their work displayed on the wall, such as their favourite meal made out of collage materials in the dining area. When children move onto school they have visits to the school and the staff put the school uniform in the role play area to help them get ready for their next learning stage.

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

There are rigorous arrangements for safeguarding children undertaken by the management. All staff are trained in child protection and know what to do if they are worried about a child. This inspection was brought forward following a notification to Ofsted from the provider that two accidents occurred when children were playing in the garden, resulting in serious injuries occurring. The nursery followed their secure risk

assessment procedures following the accidents and introduced a limit to the number of children in the garden at any one time. The management team regularly monitor children's accidents and adapt the provision as necessary. For example, when there was an unusual amount of biting incidents in the enclosed home corner they made it more open and visible to the adults supervising the children. All staff are first aid trained and are able to deal with any accidents that occur. Management undertake daily opening and closing checks to ensure the premises are safe. The management team complete a suitable recruitment and vetting procedure before new staff commence at the nursery. They check their suitability through the Disclosure and Barring Service and through regular ongoing discussions. New staff undertake a clear induction programme, so they are aware of the nurseries policies and procedures. All staff have regular supervision and annual appraisals, but the monitoring of the teaching and learning practice is less secure.

The management team has a sound overview of the educational programmes offered and undertake training such as 'Leadership make-over' which helps to review aspects of their management of staff. However, the systems for improvement do not currently analyse and self-challenge all aspects of the nursery practice. This means there are some weaknesses in the learning environment and the teaching support that is offered, for some children. Development plans are in place such as introducing a new software system to monitor all children's developmental progress to see where the gaps are. In addition the setting are about to complete a rating scale audit on their early years provision. Partnerships with parents and relationships with them are good. There are successful systems which links the learning that takes place to children's home-life. For example, the sharing of nursery rhymes with parents. Parents speak positively about the nursery, the staff and about how much their child loves attending. There is regular communication between the parents and staff, although it is not always with their key person, to ensure continuity of care and learning. Parents view their child's learning journal and talk about children's progress and next learning steps, at regular meetings. Partnerships with the local schools are clearly established. However, partnerships with agencies to provide specialist support for children and families with special educational needs and children learning English as an additional language are not yet good.

### **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

<b>Unique reference number</b>	EY233222
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	939826
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Glenhurst School Ltd
<b>Date of previous inspection</b>	15/01/2013
<b>Telephone number</b>	02392 484054

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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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