

Glenhurst Nursery & Pre-School

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

Inspection date	18/06/2014
Previous inspection date	27/01/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- The provider has clear and effective documents in place for safeguarding children, including sound links with other agencies to support families.
- There is a welcoming environment that fully develops the links between staff and parents from the start. This establishes regular information sharing and encourages and promotes children's progress.
- The planned key person system thoroughly contributes to children's positive sense of belonging and soundly promotes their confidence and emotional development.
- Staff plan transitions well within the setting and with the nearby school and this suitably supports children as they move on in their learning.

It is not yet good because

- There is less focus on organising and providing sufficient resources in all areas, to increase children's independence and encourage purposeful play.
- The systems for overseeing the monitoring of children's learning are not thorough and this results in contradictory levels of assessment at times for some children attending.
- There are only a few resources available to develop children's understanding and a positive attitude towards differences in society.

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 showed identification documents on arrival.
- The inspector planned the inspection with the provider and manager, including a joint observation.
- The inspector spoke with children, parents and staff.
- The inspector observed activities and daily routines and viewed a range of documentation.

Inspector

Christine Clint

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 the compulsory and voluntary parts of the Childcare Register. The childcare setting 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. The setting is open from 7.45am to 6pm for 50 weeks of the year. There is a breakfast club from 7.45am until 8.30am and an after-school club from 3.15pm until 6pm. There is also a holiday club for older children. The nursery and pre-school receive funding to provide free early education for children aged two, three, and four years. Staff support children with special educational needs and/or disabilities and those learning English as an additional language. There are 22 staff including the registered provider and the kitchen staff. Of these, 18 staff hold relevant Early Years and Childcare qualifications. There are currently 80 children in the early years age group on roll.

What the setting needs to do to improve further

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

- organise resources in each area to maximise opportunities for independent child-led play, to increase children's independence and encourage more purposeful play
- ensure that thorough systems are in place for overseeing staff assessment of children's progress, to plan accurately for the next steps in children's development.

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

- develop a wider range of resources to reflect the differences in society and in this way promote positive attitudes and increase children's understanding of the world around them.

Inspection judgements

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

The nursery and the pre-school staff follow organised daily routines to meet the needs of children attending. This includes some suitably planned and spontaneous activities and ample free play. Older children often make decisions between indoor and outdoor play and they move independently between areas. There are organised small and large group times

and children respond well; for example, they sing together and show how they have learned the words to the graduation song. Staff show strong levels of involvement with children at times, they encourage children to make and create shapes with the play dough, for example. Staff clearly explain how to roll longer shapes and create a plait, and children are keen to try. This encourages their concentration and dexterity. Children interact well and this involvement draws many children to the spontaneous activity. Children also help to mix the 'gloop' and they are encouraged to talk about how this feels and to use descriptive words to increase their vocabulary. However, staff do not fully hold or challenge older children's interest by extending ideas or developing early writing skills, by drawing shapes in the mixture for example. Staff sit with children for short times and encourage puzzle making. They use suitable skills of questioning to involve children in discussion and increase children's developing language capabilities. Staff encourage children to make marks on the small hand-held drawing and writing toys. Some children use the dressing-up clothes to develop role play together and they adequately share ideas for play. However, many of these smaller activities do not last because there are limited resources available for self-selection. This results in reduced challenge or stimulation, especially for the older children attending.

Younger children in the nursery section have more adult involvement in play because there are fewer children and higher ratios of staff. Staff provide close attention to encourage children's emotional development and they plan activities to develop children's early physical and communication skills. They sit with children to look at books and they sing and create opportunities for children to experience rhythms and movement. This happens spontaneously, when all the children sit in the large outdoor boat with staff and willingly sing together. Children gain confidence and increase their physical strength on the slide and staff supervise children well as they swing on the suspended tyre. However, the outdoor play environment too lacks many smaller resources, to encourage children to investigate and develop meaningful play ideas.

Staff gain sufficient information from parents at the start to enable them to meet children's individual care and learning needs. Specific staff have responsibility for working with key persons to develop and promote children's individual progress and they link with parents and other agencies. Several children attend who learn English as an additional language and staff liaise with parents to enable children to settle and to meet children's needs from the outset. The provision has few resources available, however, to reflect differences of culture and nationality, to fully promote all children's understanding of wider society.

All children have learning records in place and these have clear examples of children's achievements during activities and daily routines. Staff build on this knowledge and plan appropriately to encourage most children's learning across all areas. However, at times, there are inaccurate assessments of children's progress and this means that activities do not always meet children's individual needs or provide sufficient challenge. The provider has established very flexible attendance times for children and parents, and this enables all parents to feel welcome in the setting. Parents have a wide range of information available in the entrance area. The provider has written several small leaflets to increase parents' knowledge and understanding of many routines and areas of learning. These are readily available and included in a welcome pack for new parents. All parents

have regular meetings with their child's key person and staff record these exchanges in each child's record of learning. This helps to build the summary assessment for parents when children reach the age of two years. These meetings also show that parents are fully informed and they regularly share information from home and help to plan their children's next steps in development.

Staff follow well-organised routines to prepare children for moving from the nursery to the pre-school. This includes short visits and dedicated time with staff to enable children to experience the larger areas and the livelier daily routines. Staff have built strong links with the nearby school and developed a small brochure using photographs to prepare children who are moving on in their learning. They talk to children and parents about future plans and in this way children learn and prepare for the next stage in their development.

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

There is a welcoming environment and a dedicated key person system, which soundly develops the links between staff and parents from the start. The provider clearly encourages parents to settle children and includes a range of information about the nursery routines. The regular information-sharing sessions with parents also encourage and promote children's sense of belonging and support their emotional development. Younger children clearly build relationships with staff as they have close support and attention in a quiet environment. This fully promotes children's early independence in physical development and in learning to manage daily routines. For example, toddlers learn to sit independently during lunchtime routines and they make progress in feeding themselves. As children develop, they take responsibility for preparing for outdoor play and staff encourage them to gain independent skills in toileting.

Older children show clear interest in building relationships with each other, especially during their developing role play. They are keen to join in activities when there is a purpose, for example, making small pizzas to take home, taking part in an outdoor picnic and talking about the football world cup with staff. There are often planned events that encourage children to learn about safety, such as visits from the fire brigade and from local police. These promote children's interest and enthusiasm for learning about managing their own safety, and this links closely with their understanding of safety in the wider world.

Children wash their hands regularly and follow daily routines to maintain hygiene and cleanliness. They learn about healthy food and have continual opportunities for being active. Children run and manoeuvre themselves and vehicles in the outdoor play space. They practise climbing the slide and learn how to hold on when using the tyre swing. At times, children practise balancing on a beam, use hoops for jumping, throw balls and learn to catch. They practise dancing to increase their sense of rhythm. As a result, there are clear opportunities for children to increase their physical development across all areas of the provision.

The nursery provision has suitable resources for indoor play and this enables younger

children to follow organised activities and take part. However, the lack of resources available in some pre-school rooms and in the outdoor area, shows that practitioners do not always make the best use of resources and space to provide good quality learning experiences for all children and keep them motivated and engaged. This leads to small incidents of disruptive behaviour at times.

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

The provider has developed suitable plans and systems for monitoring the delivery of the educational programme for all children. Staff use their knowledge of individual children's progress and their close links with parents to recognise and respond to any gaps in children's progress. However, the management systems in place to monitor the capabilities of staff when assessing children's progress are not thorough. This results in some children's records showing contradictory levels of progress at times and this affects the individual plans for children's future learning.

There are well-organised and fully documented systems for managing the provision, including a full range of policies and procedures. This includes robust staff clearance and detailed information to show staff ongoing suitability. All staff have regular supervision and there are fully supportive systems for information sharing; this clearly protects all children attending. The provider has comprehensive documents in place for safeguarding children, including sound links with other agencies to support families. Staff attend child protection training regularly and know how to respond and follow any concerns with immediate action. The provider and manager have developed clear arrangements for observing staff practice and for staff appraisals, which take place every six months across the provision. This leads to the organisation of training to enhance staff practice.

The provider has developed full risk assessment processes for the premises and the outside area. A daily check of the premises is completed and recorded at the start of the day and at the close of the provision. A full annual risk assessment takes place and this includes the annual outing. Any local outings that staff arrange for children have risk assessments recorded in advance. These processes enable staff to log any concerns or incidents that may affect children's safety and, in this way, staff protect children. There are also clear records of accidents and of any injuries that children have on arrival, and this information is fully shared with parents.

The provider has used information from staff, parents and support agencies to plan improvements and these show some progress in raising the quality of the provision. The provider has increased information for parents and included clear and comprehensive documentation. New systems for assessing the wider aspects of all children's learning across the provision have been implemented and staff regularly share information with parents and with other carers. Staff also liaise with external agencies and engage in partnership working to support children's individual progress.

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	EY233222
Local authority	Hampshire
Inspection number	972275
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	244
Name of provider	Glenhurst School Ltd
Date of previous inspection	27/01/2014
Telephone number	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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