

# Gosport Opportunity Group

1 Phoenix Way, Rowner, Gosport, Hampshire, PO13 0BE

## Inspection date

03/11/2014

Previous inspection date

04/11/2008

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

- Children thoroughly enjoy their time at the group. Children of all ages are happy and confident owing to good relationships established by staff.
- Children are safe and secure in the nursery because staff arrangements for safeguarding the children are robust.
- Staff ensure children have access to a range of different activities to keep them interested and stimulated, so they make good progress.
- A good partnership between the nursery staff, parents and outside professionals ensures key information is shared between them, so children's specific needs are met well.
- The children are welcomed into a warm, friendly setting, where they are valued and included, so are emotionally secure.

### It is not yet outstanding because

- The educational programmes ensure children are making good progress in the different areas of learning; however, children's progress in mathematics is not as effective as in the other areas.

## **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 inspection held discussions with the manager and talked with staff and children.
- The inspector looked at children's assessment records and sampled other documentation including some required records and policies.
- The inspector observed activities in the indoor and the outside learning environment.
- The inspector invited the manager to carry out a joint observation.
- The inspector took account of the written views of parents and those spoken to on the day.

## **Inspector**

Alison Large

## Full report

### Information about the setting

Gosport Opportunity Group opened in 1973 and registered with Ofsted in 2001. It holds charity status and is managed by a committee of volunteers. The group operates from a building in the Rowner area of Gosport in Hampshire. Children have access to an enclosed outdoor play area. The group operates Monday to Friday from 7.30am to 5pm, during term times.. Children aged between two and five years attend for either sessional or full day care. Older children are able to attend for a breakfast and after-school club, and the group run a holiday-play scheme during some school holidays. There are currently 21 children in the early years age group on roll. The group receives funding for free early education sessions for two-, three- and four-year-old children. The group is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The group supports children with special educational needs and/or disabilities and children learning English as an additional language. There are six staff employed to work with the children, all hold of whom hold a relevant recognised early years qualifications. Transport is provided in the group's minibus to assist children to access the provision.

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

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

- extend the educational programme for mathematics making sure rich, varied and imaginative experiences are planned for this area to help ensure all children make rapid progress so they are extremely well prepared for school.

### Inspection judgements

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

Children enjoy their time at the group. They arrive confidently and keen to begin their day. They make good progress as they take part in a varied balance of adult-led activities and freely chosen play. The educational programmes ensure the children are offered interesting and challenging experiences across the different areas of learning. These well-planned activities keep children busy.

Staff use good teaching to support and challenge children's learning. For example, staff help children to sound out letters during early-writing activities. They give lots of praise and encouragement for children's emerging writing skills, which in turn greatly boosts children's self-esteem and confidence, preparing children well for school. However, staff do not always have the very highest expectations of children. For example, in mathematics staff miss opportunities to encourage children to count and use numbers in a variety of ways or to use early mathematical language during activities. Therefore,

children's progress in mathematics is not as effective as in the other areas of learning.

Staff provide children good opportunities to explore and investigate activities in the different rooms and outside. These help to develop children's skills. For example, they enjoy cutting, rolling and shaping the play dough gaining hand coordination. They excitedly play in the soft-play room where they can jump, roll and climb on the equipment safely, while gaining further physical skills.

Staff are confident to extend children's learning well through effective questioning. Staff plan clear learning outcomes for the activities to enable all to extend and broaden children's learning through useful discussion and questions. Children quickly develop new skills, grow in confidence and rise to the challenge of trying something new. They are encouraged by staff to be active learners. During creative play, children are experiment with a variety of textures including sand, glue and paint. They use their imaginations well during their play.

Good observation and assessment systems are in place. Staff ensure the starting points in children's learning and development are established on entry to enable them to know all children's skills when they join the setting. They use this initial information to see the progress children make and to plan accurately what children need to learn next. This means children's learning builds on what they already know and can do, which hastens their progress.

Younger children are supported well by staff, which enables them to settle well and become confident in the group's routines. Children develop well with their listening and attention skills. Staff encourage them to listen to what others say and to respond to simple instructions, which aids their developing communication and language skills well. Staff use opportunities to prompt children's thinking and discussion to help reinforce their understanding.

Staff keep parents well informed about their children's experiences through the displayed information on the notice boards and through daily chats to staff. Parents state they have seen their children make, 'very good progress' while at the group. Staff share information with parents about their children's progress in their learning and development. They offer parents opportunities to contribute their knowledge of their children regularly. This ensures consistency is achieved and parents are able to continue their children's learning at home. The group has successfully implemented the progress check for two-year-olds. All necessary documentation is in place and shared with parents providing them with useful information owing to the accuracy of the assessment process.

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

Children are secure and safe in the group and feel a sense of belonging fostered by very good care from staff. A good system provides each child with a staff member who takes special care of them. This attention enables children to develop trusting relationships and to help children to be ready for the next stages in their learning. Children are happy and

confident because staff are knowledgeable about children's individual needs, which they meet well. Staff liaise with parents each day to ensure there is consistent care.

All children are included and supported extremely well. The group fully promotes equality and diversity. Children learn about valuing each other's differences, which helps promote their personal, social and emotional development effectively. Staff make good use of resources to promote children's learning and development. The indoor and outdoor play areas are well organised to ensure children can take part in a wide variety of interesting activities. Children have access to a wide range of stimulating toys and materials, some of which are stored to allow children to freely choose. This arrangement promotes their independent learning well.

Staff are good role models and supervise the children well. The staff use effective behaviour management, taking a consistent approach to teach children to understand right from wrong. Children behave well. They are learning to share and take turns. They play well together. They develop good relationships with the staff and each other. Children know what is expected of them and become confident in making their own choices and decisions. Staff prepare them emotionally for the next stage in their development.

Staff promote children's early understanding of health living well from their starting points. The group provides a good variety of healthy and nutritious snacks to help maintain children's good health. Snack time and lunch time are happy social times for the children where they can sit together and chat. Staff teach children about good hygiene routines and children independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before eating and after messy play activities. Good systems are in place to inform staff of any health or dietary issues the children may have, so they meet these. The staff team are all involved in teaching children how to adopt safe practices

Children enjoy fresh air and exercise daily because staff allow them to use the outdoor environment throughout the session. Opportunities to develop children's physical development are fostered well. The outside play area has a range of resources to stimulate the children's interests and provides lots of enjoyable opportunities for learning. Children have opportunities to play with a range of physical play resources and can learn to climb, dig, balance and catch.

Staff liaise well with local schools to help prepare children for the move to school. This communication helps consistency of care and learning, and provides reassurance for each child. Teachers are invited to visit the group to enable children to become familiar with new faces in readiness for going to school. Staff teach the children well as they develop their independence and gain the skills needed to be ready to move on.

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

Children and parents are welcomed into a warm and friendly group. Staff work well together as a team to implement the learning and development requirements effectively. They organise the learning environment well. Leadership monitors the educational programme effectively to ensure the planning includes individual children's learning needs. Leadership oversees the effective implementation of the safeguarding and welfare requirements. Good arrangements for child protection are in place. Staff have a good awareness of the group's safeguarding policy and procedures, which they implement effectively to help keep the children safe. Staff undertake regular training and have a thorough understanding of their role and responsibilities.

Leadership has clear procedures in place for the recruitment and vetting of staff, which helps ensure all adults working with children are suitable to do so. Thorough risk assessments are in place. Staff use these well to identify hazards and the action needed to minimise risk. A comprehensive range of policies and procedures are in place covering all areas of the provision. Staff are deployed effectively and ratios maintained, to ensure that children are fully supported and protected at all times.

Staff support children with special educational needs and/or disabilities well. Staff are sensitive to their individual needs. One of the group's strengths is how effectively the staff work with parents, and other professionals, to children with particular needs develop and make good progress from their starting points on entry. There are good systems to evaluate the provision that ensure strengths and areas for development are highlighted. While teaching is consistently good, staff do not always have very high expectations of children, such as in the programme for developing children's early understanding of mathematics. Nevertheless, leadership drives improvement in the provision well. Management has implemented the recommendations from the previous inspection including a better assessment system and implementation of staff appraisals. These changes have improved the provision for children so that their progress is now good.

The partnership between parents and the group's staff is good. Parents sign a wide range of agreements when their children first start at the group, so they know staff responsibilities. Parents express confidence in the high standard of care, the quality of communications and of their children's preparation for the future. They report that they feel welcome in the group and praise staff for their work. Parents of children with special educational needs and/or disabilities particularly expressed how much their children have progressed since starting at the group and praised the caring staff team.

Staff recognise the importance of having good relationships with the parents to help the children make good progress. The links with other providers for children who attend more than one early years setting are effective. These ensure there is continuity in the children's care and learning across the different provisions.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	110526
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	813391
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	29
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Gosport Opportunity Group Committee
<b>Date of previous inspection</b>	04/11/2008
<b>Telephone number</b>	01329 281927

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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  
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