

Get Set Go Nursery

Cumberland Infant School, Methuen Road, Southsea, Hampshire, PO4 9HJ



Inspection date

2 June 2015

Previous inspection date

30 November 2010

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff liaise fully with parents and other professionals involved in children's care. This promotes a shared approach to children's learning, ensuring all children have opportunities to make the best possible progress.
- Staff are sensitive and help children form secure emotional attachments, providing a strong base for their learning, well-being and the next stage in their development.
- Staff provide tailored support for each child. As a result, all children make good progress including those learning English as an additional language.
- Children's independence is fostered as they are encouraged to make their own decisions. They choose from the good-quality resources and decide where to play.
- Staff check the premises to make sure they are safe and secure for the children to play in. This promotes children's welfare.
- Management and staff have a good awareness of all aspects of the Early Years Foundation Stage. They have a secure understanding of safeguarding and the procedures to follow if they have concerns about a child. Recruitment procedures are robust and this means only suitable people are appointed to work with the children.

It is not yet outstanding because:

- Children have some opportunities to learn about people in their community. However, there are few resources to help them learn about the similarities and differences between themselves and others during their daily play.
- Children have few opportunities to develop their understanding of how things work, such as through exploring programmable toys.

What the setting needs to do to improve further

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

- increase children's understanding of similarities and differences between themselves and others through their day to day activities
- improve children's opportunities to discover how to work information technology equipment such as programmable toys.

Inspection activities

- The inspector observed staff's interactions with children in the playrooms and the outside play area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled records kept on the children and documentation to support the running of the nursery.

Inspector

Amanda Shedden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children participate in a broad range of activities and use a wide range of good-quality materials generally, both natural and man-made, that support their progress. Staff plan interesting adult-led activities that cover each area of learning successfully. These promote children's all-round development. Good organisation of and clear communication between staff means that they are deployed effectively and are ready to promote children's learning throughout the nursery. Staff encourage children to use their language skills to describe what they experience when they touch and feel the snails and watch them race. Children enjoy story time, eagerly predicting what will happen next in the story. Opportunities for children to develop their pre-writing skills are fully available throughout the session. Children, from a young age, attempt to write their names on their work by making marks. The children learn about sounds and letters through discussion and story time. These activities help children acquire the skills needed for their next stage in learning.

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

Children enthusiastically enter the nursery and settle quickly into activities of their choice. Children learn about their own safety; during role play they discuss the dangers of kettles and hot drinks. Staff allow the children to choose when they feel they need a snack and a drink. This helps them understand and meet their own needs. Children moving on to school are prepared well as they are confident and independent learners. The indoor and outdoor environments are well organised and, along with the positive interaction of the staff, offer children fun and interesting activities which support their individual learning and development. Children behave well as staff are good role models and treat them with respect. Communication with parents is positive. They know their child's key person and their child's next steps in development. This enables them to extend their child's learning at home. Parents are occasionally encouraged to come into the nursery to talk about their own cultures so children learn about the people in their community.

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

The manager and staff regularly evaluate their practice and identify areas for improvement. For example, the children now have a 'feelings board' to record how they feel to help them express their feelings. The excellent tracking system reflects the good progress that children are making and enables staff to identify each child's learning needs and any gaps in achievement. All staff have a good understanding of the learning and development requirements. The staff appraisal and supervision systems help to promote their professional development and expertise. Any training is cascaded to all staff so they can improve their practice. As a result of training, children now have more learning experiences outdoors all year round. Parents state that they are very happy with the care

their children receive and that their children are confident and eager to come to the nursery.

Setting details

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|------------------------------------|----------------------------|
| Unique reference number | 143471 |
| Local authority | Portsmouth |
| Inspection number | 841607 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 31 |
| Number of children on roll | 47 |
| Name of provider | Get Set Go Nursery Limited |
| Date of previous inspection | 30 November 2010 |
| Telephone number | 0239 2822333 |

Get Set Go Nursery was registered in 1994 and is a privately run provision situated within Cumberland Infant School. Pre-school sessions for children aged two years nine months to four years are on weekdays from 9am until 12 noon, or 1pm with an optional lunch time, and until 4pm on Tuesdays and Thursdays. The nursery is open term time only. There are seven members of staff. The manager holds a teaching certificate, four staff hold suitable childcare qualifications and two are working towards a qualification.

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