

# Stork Under 3's

201 St. Nicholas Avenue, GOSPORT, Hampshire, PO13 9RJ



## Inspection date

9 June 2015

Previous inspection date

11 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders do not check the range of activities and children's experiences well enough to make sure all children have interesting and stimulating learning experiences. This means staff do not always plan activities that consistently challenge children well, so they make good progress.
- Some toys and resources are incomplete and not readily available for when children need them, which affects children's learning and enjoyment.
- Since the last inspection, insufficient steps have been taken to work with other early years providers that children attend to ensure continuity in children's learning.
- Self-evaluation is not robust enough to help identify the strengths and weaknesses of the nursery's provision to bring about continuous improvements.

### It has the following strengths

- All those involved in the nursery have a secure understanding of safeguarding and child protection procedures. They keep children safe and follow appropriate procedures should a child have an accident. Staff meet children's physical needs well.
- Staff build close bonds with children, which supports their emotional development well. They use effective methods to help children to feel secure and valued.
- Strong partnerships with parents and other professionals involved in children's care and welfare help staff meet children's individual needs well. This includes children who are learning English as an additional language. Parents report they greatly appreciate the support that staff give them in helping their children to progress.

## What the setting needs to do to improve further

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

- improve planning so that staff provide activities and experiences that consistently offer interesting and challenging experiences for all children
- improve partnerships working with other early years providers that children attend to consistently promote children's learning and development.

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

- ensure toys and resources are complete and readily available when children need them
- improve the evaluation methods and identification of the nursery provision's strengths and weaknesses.

## Inspection activities

- The inspector observed staff and how they interact with children during play and learning activities, and viewed the play areas and resources.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation relating to children's development, staff suitability, risk assessments, self-valuation and safeguarding procedures.
- The inspector had discussions with staff and members of the management team. She spoke with children and parents to gain their views of the nursery.
- The inspector discussed the self-evaluation and how the action plan is used to bring about continuous improvement, including progress made towards meeting recommendations made at the last inspection. She discussed how staff work with other early years providers, other professionals and parents.

## Inspector

Jacqueline Munden

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff regularly observe and assess children's progress and are clear about the next stages of children's learning and development. Staff plan some adult-led activities, such as singing time, which children enjoy greatly and eagerly act out movements to match the words. This increases their language and physical skills. However, staff do not consistently plan challenging and interesting activities to engage children and help them make good progress. Craft activities are not always available and some are not suitable for the younger children. This is because they are too structured and do not allow children to explore freely. Outdoors, children enjoyed washing the playhouse and looking for creatures. Staff interact well and use skills learnt through training to promote children's communication. They modelled language and asked questions, which encouraged children to speak. However, staff do not ensure equipment is readily available and easily accessible, such as books or utensils for them to use with the play kitchen, to promote children's learning fully.

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

Staff do not use the range of toys and resources to their best effect to promote children's learning. For example, an area designed with bowls to hold small objects for children to explore is empty. Despite staff saying that it is beneficial for children to feel and handle things with different textures, such as pasta, they do not provide them regularly to increase children's learning. Staff support children effectively when they move to the next nursery in the organisation and for the next stages in their learning. They take children on visits, enabling the children to become familiar with the new staff and routines. Children feel included because staff use words in their home languages. Staff are particularly sensitive to and supportive of the emotional needs of families who have partners and parents in the forces. They help children to communicate via letters and talk to them about where their parents are stationed. Children respond well to the consistent methods staff use to help them manage their feelings and learn to share and be kind to others.

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

Leaders follow robust employment and induction procedures to ensure staff suitability. Staff improve their professional practice through training and sharing skills with others in the organisation. However, management does not check the quality of planning and the activities rigorously enough. As a result, they have not addressed a recommendation made at the last inspection and have not maintained a good outcome. The manager does not use self-evaluation effectively to check the quality of the learning environment to highlight weaknesses in the range and organisation of resources available.

## Setting details

<b>Unique reference number</b>	EY414685
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	838685
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	10
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Naval Under Fives (Eastern Area) Committee
<b>Date of previous inspection</b>	11 March 2011
<b>Telephone number</b>	02392 580 515

Stork Under 3's registered in 2010. The nursery is situated on the ground floor of a residential property in Gosport, Hampshire. The nursery opens each weekday during term time only from 9am until 3pm. The nursery receives funding for the provision of free early education for children aged two years old. There are three members of staff employed to work with the children, including the manager. All of whom hold relevant childcare qualifications to Level 2 or 3.

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