

Glenhurst Nursery & Pre-School



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

Inspection date	12 June 2015
Previous inspection date	18 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Robust systems are in place to monitor children's progress. Staff make accurate observations of what children know and can do and use these to identify individual learning targets for every child. All children make good progress in their learning.
- Children benefit from the organisation of the environment, both inside and out, and the structure and routine of the day. They are confident and independent learners making their own choices about where they play and what they do.
- Partnerships with parents are extremely strong. Staff work closely with parents to inform them of their child's progress and parents contribute to their child's assessment. A strong focus is placed on valuing parents' contributions encouraging them to play an active role in their child's learning at home.
- Children build secure relationships and attachments to staff who work with them. Consequently, children of all ages show high levels of self-esteem and are extremely settled in the nursery environment.
- Secure systems are in place to recruit, appoint and induct staff and volunteers who regularly work with children. High priority is placed on ensuring children's safety and arrangements for safeguarding are known and understood by all those who work in the nursery.

It is not yet outstanding because:

- On occasions, some staff working in the pre-school do not make the most of opportunities to question children and challenge their thinking.

What the setting needs to do to improve further

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

- embed the system for evaluating practice to ensure that all pre-school staff make the most of all opportunities to question children and challenge their thinking.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector held meetings with the management team and provider at suitable times throughout the inspection.
- The inspector spoke with staff and children across each of the different units within the nursery at suitable times throughout the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at a range of documentation, including records of the progress children have made and evidence of suitability of staff working in the nursery.
- The inspector conducted a joint observation with the childcare manager.

Inspector

Gill Wallace

Inspection findings

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

Overall, the quality of teaching is very strong, particularly within the nursery unit. Staff understand how young children learn; they use the assessments they make to help plan exciting and challenging experiences for children. Children have wonderful opportunities to express their imagined ideas. They negotiate taking turns to be the cashier and the customer and wear badges to act out these roles in their post office. Staff make excellent use of children's initial ideas to help promote their learning across different areas. Children sort letters according to size and predict whether they will fit through the letterbox. They weigh their letters and buy stamps from the cashier. Children link sounds and letters as they write letters to their friends and deliver them around the nursery. Babies and young children delight in exploring a range of sensory experiences. They giggle as they feel the foam on their hands and play 'peek a boo' with staff. Toddlers transfer pasta and rice from containers to saucepans as they pretend to cook. While most teaching is very strong, on occasions some staff do not always make maximum use of opportunities to question and challenge pre-school children to promote their thinking.

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

Children's behaviour is very good because they are engrossed in activities and play an active role in their learning. They develop high levels of independence and learn how to take care of themselves. Children put their boots on when playing outside; they run for their sun hats and rub sun cream onto their hands and face when the sun comes out. Children learn to take risks in a safe environment, for example as younger children ride tricycles over the ramp and older children play on the tree swing. Staff know children extremely well. Regular communication with parents, both verbal and written, ensures that younger children's routines are respected and met. Staff prioritise children's personal, social and emotional development, which helps to prepare them for moves within the nursery and on to school. Children form positive friendships and learn to accept and value the similarities and differences between themselves and others.

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

Managers have clear responsibilities and demonstrate a shared vision for driving improvement. This drive has led to many changes, for example to the environment and routine, which have had a positive impact on outcomes for children. Managers have developed a secure improvement plan which targets areas for further improvement. The new tracking system enables staff to monitor groups of children's progress as well as their individual development. Strong working relationships with schools and outside agencies ensure that children receive any identified support and intervention. High priority is placed on monitoring staff performance. Managers recognise that at times, some staff are not always as effective as others in the quality of their interactions with children. As a result, they have developed a new package, to enhance the existing monitoring and coaching programme, in order to maintain high standards of teaching throughout.

Setting details

Unique reference number	EY233222
Local authority	Hampshire
Inspection number	1007603
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	96
Name of provider	Glenhurst School Ltd
Date of previous inspection	18 June 2014
Telephone number	02392 484054

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. There are 19 staff who work directly with the children including the registered provider and the kitchen staff. Of these, 17 hold relevant Early Years and Childcare qualifications. There are currently 96 children in the early years age group on roll.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

