

The Aviary Nursery

Blackbird Road, Eastleigh, Hampshire, SO50 9JW



Inspection date

12 August 2015

Previous inspection date

10 May 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Highly effective leadership and management ensure the safe and smooth running of the nursery with all requirements met well. All those involved have a clear understanding of their responsibilities to protect children.
- Management and staff are committed to providing a fully inclusive service and this is at the heart of all they do. Staff provide a safe environment for all children regardless of their ages, abilities or backgrounds.
- The high number of well-qualified and extremely motivated staff, and the very effective organisation means all children, including those with communication difficulties, special educational needs and/or disabilities, receive excellent support.
- Exemplary reflective evaluation and the strong focus on developing the skills of staff, bring about continuous improvements for children. This has a very positive impact on the quality of interaction and the activities provided to support children's learning, and has helped to raise the quality of the provision greatly.
- Staff underpin the exceptional educational programmes through their high expectations of themselves and the children. They have an expert knowledge of how children learn. Management is rigorous in monitoring children's progress.
- A well-established key-person system helps children to form very secure attachments. This promotes children's well-being very effectively and provides a strong base for their learning. Staff meet children's physical needs according to their individual needs. Children benefit from home-cooked meals, which promote their good health.
- The highly effective partnerships with parents, external agencies and other providers ensure children's individual needs are met quickly, and they are extremely well prepared for the next stages in their learning, and for when they go to school.

What the setting needs to do to improve further

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

- extend the excellent teaching for mathematics even further by increasing opportunities for children to see numbers in the environment and to use them in the daily routines.

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 number of joint observations with the deputy manager.
- The inspector sampled a range of documentation relating to children's development, staff suitability, training records and safeguarding procedures.
- The inspector had discussions with members of the management team and staff. She spoke with children and parents to gain their views of the nursery.
- The inspector discussed the nursery's self-evaluation and how the action plan is used to bring about continuous improvement. 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 is outstanding

The quality of teaching across the nursery is outstanding. The highly stimulating and extremely well-organised environment enables children to be independent and to initiate their own play. As a result, children are highly motivated and eager to explore and make excellent progress from their starting points. For example, babies develop strong muscles as they crawl up the slope in the garden. Toddlers develop great coordination as they handle equipment. Staff give children's language development very high priority. They skilfully extend children's listening skills and vocabularies as they play and through carefully planned small language group activities. At the inspection, staff asked questions that challenged children to think about how they might move the hoop dipped in bubbly water differently so that they succeed in getting a bubble to go over their heads. Children beamed with delight when they found that moving the hoop more slowly meant the bubble did stretch over their heads. Children learn excellent mathematical skills as they frequently count and use calculation, such as when singing number rhymes and preparing the tables for meals with the correct number of plates. Staff teach children about fractions as the children cut the apples at snack time, describing them as, 'a half' and 'a quarter'. However, staff do not always help children to recognise numbers as well as possible.

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

Staff have a thorough knowledge of each child and their families, and their specific needs. Staff use highly effective strategies to help support them. For example, an outreach worker visits families in their homes and helps parents to learn skills, such as signing, which helps parents to support their child's communication skills further. This high level of support helps build strong and trusting relationships between the nursery and parents. Staff help children feel valued and included, and to respect others as they ensure children play alongside each other regardless of their ability or disability. Children respond well to the effective and consistent methods staff use to help children to manage their feelings and to learn to share and be kind to others.

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

Management encourages and provides many opportunities for staff to share the skills they gain from training with each other. This helps to increase staff's professional development and their teaching skills highly effectively. Management follows highly effective employment, induction and ongoing supervision procedures to ensure all staff are suitable to work with children and are clear about their roles and responsibilities. All staff and parents are involved in evaluating the provision so that areas for improvement are identified. This helps staff to make improvements that most benefit children and families.

Setting details

Unique reference number	EY321129
Local authority	Hampshire
Inspection number	827317
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	76
Name of provider	Hampshire County Council
Date of previous inspection	10 May 2012
Telephone number	02380 626960

The Aviary Nursery opened in 2006. It operates from within the Aviary Children's centre, which is on the campus of Nightingale School in Eastleigh. The nursery's full day care provision is open each weekday from 8am until 6pm all year except for one week over Christmas and all public holidays. Sessional care is from 9am until 12 noon and from 1pm until 4pm term time only. After school care is offered weekdays during term time from 3.30pm until 6pm, for children that are in their first year at Nightingale School. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery is the local authority Special Educational Needs Hub for the Eastleigh area and 20 of the sessional places are provided for children with special educational needs and/or disabilities and are funded by the local authority. There are 15 members of staff employed to work with the children, including the manager who holds a relevant early years qualification at level 5. There is a qualified inclusion teacher and an outreach worker who holds a recognised early years qualification at level 3. All of the remaining staff hold a recognised early years qualification at level 3 or higher.

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