

Inspection date

20 October 2015

Previous inspection date

7 July 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Leaders do not consistently monitor and evaluate the quality of practice in the nursery in order to make improvements to the environment and individual staff practice. As a result, the quality of the provision has dropped since the last inspection.
- Leaders do not always check the range of activities and experiences well enough to make sure all children have interesting, stimulating learning experiences.
- The quality of teaching is variable and some staff do not interact effectively to engage and challenge children to promote their learning and development well.
- Some of the planned activities do not consistently meet the developmental needs of all children. This means some children are not interested and do not make the best possible progress. They are not all well prepared for the next stages in their learning.

It has the following strengths

- Leaders and the manager have a clear understanding of their responsibility to protect children and meet safeguarding requirements well.
- Staff build close bonds with children, who are happy in their care. This supports children's emotional development well. Leaders make sure that staff manage children's behaviour consistently. Children behave well and learn to cooperate as they play.
- Staff regularly assess children's levels of development and involve parents in this.
- Strong partnerships with parents and other professionals involved in children's care and welfare help staff meet children's individual care and physical needs well.

What the setting needs to do to improve further

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

	Due Date
■ ensure the professional development needs of individual staff are identified and met through ongoing support and training so that the quality of teaching and learning is improved and a culture of self-evaluation is fostered	20/01/2016
■ check that the activities and experiences planned are consistently interesting and challenging, and that they are developmentally age-appropriate for each child.	20/01/2016

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

- improve the evaluation methods to identify strengths and areas for improvement.

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 manager.
- The inspector sampled a range of documentation relating to children's development, the suitability of staff and the management team, 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 and staff appraisal system are 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

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Management follows robust employment and induction procedures to ensure the suitability of staff to work with children. Regular training ensures that staff understand child protection procedures, although it is not focused sufficiently on improving the teaching skills of staff. The manager does not make the best use of her qualification to check the quality of teaching and planning rigorously enough. Self-evaluation has brought about some improvements. However, it is not always used effectively enough and does not always highlight weaknesses in the activities.

Quality of teaching, learning and assessment requires improvement

Children are confident as they move around and make choices of what to play with in the free-play session. Some staff ask questions that encourage children to think and help them learn. For example, children found out about animals that spend time underground as staff explained that badgers use their claws to dig. Children copied the actions as staff demonstrated the use of a fork to dig in the dry sand, saying it looked and worked like the animal's claws. This helped children to develop control of their hands and learn new words and concepts. However, some staff miss opportunities to increase children's mathematical skills as children play, such as when they explored filling and emptying containers in the water tray. The day is highly structured with many adult-led activities. This sometimes means children have to leave their chosen play and join a group activity or move to another area in the nursery. However, this does not enable younger children to pursue their interests; some show little interest and move away from the activities.

Personal development, behaviour and welfare require improvement

Staff teach children to be kind and to respect others, and to learn about the wider world. Children develop high levels of independence through some daily routines, such as snack time. Children use a wide range of good quality resources, although staff do not always make the best use of the environment to teach children. For example, the small group times planned to increase children's literacy skills are not planned for well. Staff moved children to a different room and then instructed them on what movements to make with their pencils. When some children showed an interest in drawing, a member of staff told them, 'It is not time to draw, it is time to write'. This does not give children the freedom to explore and use their own ideas as part of their play.

Outcomes for children require improvement

Most children make at least typical progress in relation to their starting points, including those who are learning English as an additional language. However, some children do not develop good levels of the skills they need for their future learning.

Setting details

Unique reference number	143558
Local authority	Portsmouth
Inspection number	825837
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	40
Name of provider	Swishers flc Committee
Date of previous inspection	7 July 2010
Telephone number	023 9234 3039

Swishers flc registered in 1998. It operates from rooms within St Wilfrid's Church Hall in the Buckland area of Portsmouth. Full-day care provision is provided each weekday from 8am to 6pm all year except for bank holidays, one week over Christmas, one week over the summer holidays and the summer half term week. The full-day care provision receives funding for the provision of free early education for children aged two, three and four years. Out of school provision operates before and after school from 8am until 8.45am and from 3.10pm until 6pm. A holiday playscheme operates from 8am to 6pm weekdays during school holidays, except for bank holidays, one week over Christmas, one week over the summer holidays and the summer half term week. There are 11 members of staff employed to work with the children, including the manager who is a qualified teacher. One member of staff holds a relevant early years qualification at level 5, seven hold qualifications at level 3, and one holds a qualification at level 2.

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