

Merritime Nursery

Military Road, Gosport, Hampshire, PO12 3BY



Inspection date	29 October 2015
Previous inspection date	16 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team is strong and is constantly striving for improvement. Staff are motivated and enthusiastic, and keen to continually improve their practice. Children are making good progress in their learning and development.
- Relationships with parents are good. Staff share comprehensive information with parents which allows children's learning to be extended at home. For example, staff encourage parents to join them in play sessions at the weekend.
- Staff prepare nutritious, well-balanced meals. They devise menus in conjunction with parents' suggestions and take effective measures to meet all children's dietary needs highly effectively.
- All staff know all the children very well. Children are reassured by their familiar key person. They have high levels of confidence to explore and learn independently. Staff are highly sensitive and aware of children's personal care practices and provide gentle and tailored support.

It is not yet outstanding because:

- Staff miss opportunities to challenge children who enjoy exploring and investigating using their senses, especially for children who enjoy learning outside.
- Staff are not always kept informed about legislative changes straightaway.

What the setting needs to do to improve further

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

- continue to challenge children's physical abilities and confidence in exploring using their senses, especially for those children who enjoy learning outside
- develop staff supervision further to promote highly focused professional development and keep them up to date with any new government requirements.

Inspection activities

- The inspector was given a tour of the premises to look at resources, equipment and the deployment of staff.
- The inspector observed and discussed the quality of teaching and the impact of this on children's learning.
- Parents' views were taken into account through discussion.
- The inspector carried out a joint observation with the deputy manager.
- The inspector sampled relevant documentation and held a meeting with both managers to discuss recruitment, safeguarding and other management responsibilities.

Inspector

Claire Watson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff keep the children safe and secure. Staff have a good awareness of child protection and the signs that would give them concern. They know what to do if they are worried. Recruitment and ongoing suitability checks are robust, ensuring that suitable people care and educate the children. The management team accurately monitors children's development and learning. For instance, they carefully examine individual and group progress to identify any gaps in children's learning. Staff provide additional support to help all children achieve. Managers hold regular meetings with the well-qualified staff to discuss professional development and improve personal effectiveness and practice. Staff carry out detailed safety checks of the premises, environment and equipment to ensure that the children thrive in safe, healthy and secure surroundings.

Quality of teaching, learning and assessment is good

Staff are deployed effectively to support children in their learning. Children are encouraged to explore and investigate with increasing independence while staff are on hand to offer help where needed. Staff have a good knowledge of how children learn. They concentrate on teaching children by following their interests and adapting activities to meet children's needs. Babies learn to develop their physical skills. For example, staff place toys just out of reach so children are encouraged to move. Staff encourage children's communication skills through a range of activities. Children listen to stories and explain their ideas to each other and staff. Staff know the children well. They discuss children's achievements with parents, complete observations and assess their progress. This helps staff to tailor children's learning experience to their individual needs.

Personal development, behaviour and welfare are outstanding

Children form very close bonds with all staff, especially with their key person. Children settle quickly and are motivated to explore and investigate. They concentrate very well and are happy to ask for help. Children gain confidence in their own abilities and thrive in the loving environment. For example, staff provide comfort and reassurance by talking to children about their absent parents, using maps and photographs to help explain where they might be in the world. Staff are excellent role models. Children demonstrate very positive behaviour and language. Children are very kind and extremely well mannered. They play harmoniously and respect one another's differences.

Outcomes for children are good

Children make good progress and gain the skills they will need for their future learning. For example, older children gain skills in literacy and mathematics ready for school.

Setting details

Unique reference number	EY242225
Local authority	Hampshire
Inspection number	837139
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	53
Name of provider	Adventurous Beginnings Partnership
Date of previous inspection	16 February 2011
Telephone number	02392 542229

Merritime Nursery registered in 2002. It is on a Ministry of Defence naval base in Gosport, Hampshire. The setting is open from 7.30am until 6pm Monday to Friday. The setting receives funding for early education for children aged two, three and four years. There are 16 members of staff. Of these, nine hold appropriate qualifications at level 3.

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