

Buriton Nursery School

Buriton Village Hall, High Street, Buriton, Petersfield, Hampshire, GU31 5RX



Inspection date

21 September 2016

Previous inspection date

12 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- The managers do not effectively monitor the progress that individual children make, to ensure that any gaps in children's learning close swiftly.
- Staff do not plan for children's learning effectively. At times, activities are not challenging and do not closely match each child's needs, to help them consistently make good progress.
- Staff complete some tasks for children. They do not teach them how to manage independently in readiness for their next stage in learning, such as going to school.

It has the following strengths

- Overall, the committee, managers and staff have addressed the actions set in the previous inspection. They have completed training and have a robust knowledge of how to meet the welfare requirements. They have used the knowledge gained to review their safeguarding routines.
- Staff teach children how to keep themselves safe. For instance, when children go for a walk in the local village, they learn about road safety.
- Children behave well, they learn to share and take turns with resources and are kind and caring to their friends.
- Staff develop children's physical well-being well. They help children to build secure bonds with them. Younger children settle happily and develop trusting relationships with staff, who respond to their care needs appropriately.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve how monitoring is used to track individual children's progress more precisely	21/10/2016
■ identify the next steps in children's learning and plan challenging activities that more closely match any gaps in their learning, to help them consistently make good progress.	21/10/2016

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

- create more opportunities for children to learn how to do things for themselves, to build their independence skills.

Inspection activities

- The inspector spoke to the committee members, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the managers.
- The inspector considered the views of parents, spoken to on the day of the inspection.
- The inspector observed the quality of teaching, during activities both indoors and outdoors, and the impact this had on children's learning.
- The inspector checked evidence of the suitability of the staff team, looked at a selection of children's records, and discussed safeguarding procedures and the self-evaluation process.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, the committee, managers and staff have met the actions set and, overall, their self-evaluation has improved. For example, the committee members and managers have completed training to ensure that recruitment procedures are robust and that adults' suitability is checked. They maintain children's welfare at all times. Safeguarding is effective. However, there are still some areas that require improvement. For instance, managers do not monitor children's progress accurately to identify all children's learning needs. Staff do not plan precisely enough to ensure children's progress is consistently good in all areas. Staff share information about children with parents and other settings to ensure they meet children's care needs.

Quality of teaching, learning and assessment requires improvement

The teaching, particularly for older children, does not always challenge their individual learning effectively. There are inconsistencies in how staff check children's progress and this hampers how well they know, and can meet, children's individual learning needs. Staff provide some opportunities to help younger children learn about the natural world. For instance, they enjoy walking to feed the ducks and learn to differentiate between the different types of ducks that they see. Staff organise a range of creative activities that stimulate older children's imaginative play. For example, they enjoy mixing paint and confidently experiment with the new colours they create.

Personal development, behaviour and welfare require improvement

The committee, managers and nursery staff have a secure understanding of how to keep children safe. They provide a safe and secure environment for children to play and learn. At times, staff do not support children's independence effectively, so that children learn how to do some things for themselves, in readiness for school. Staff have improved how children learn about the wider community. For instance, they have reviewed the toys, resources and activities that reflect diversity, so that children learn about valuing the differences between themselves and others.

Outcomes for children require improvement

The progress for children at the nursery is variable. Overall, children are making steady progress. Children engage in their play and are sufficiently engaged in activities that motivate them to learn. Children enjoy some opportunities to practise their physical skills through daily exercise. For example, children enjoy learning to play catch with balls, and develop suitable coordination skills. They behave well. Children respect their friends, and learn how to value the needs of others. They gain appropriate social skills, and are confident in sharing their ideas with staff and other children.

Setting details

Unique reference number	110015
Local authority	Hampshire
Inspection number	1049290
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	21
Number of children on roll	12
Name of registered person	Buriton Nursery School Committee
Registered person unique reference number	RP910385
Date of previous inspection	12 April 2016
Telephone number	07748 266926

Buriton Nursery School is managed by a committee and first opened in 1989. It registered in 2000. It operates from the village hall in Buriton, Hampshire. The nursery opens on Monday to Thursday from 9am to 3pm and on Friday from 9am to midday, during the school term time. The provider receives funding to provide free early education for children aged two, three and four years. There are three staff, all of whom hold relevant early years qualifications at level 3 or above.

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