

Get Set Go Nursery

Cumberland Infant School, Methuen Road, Southsea, Hampshire, PO4 9HJ



Inspection date	30 June 2017
Previous inspection date	2 June 2015

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The children form strong attachments to the staff. Children are keen to learn in the safe and welcoming environment where they are valued and respected.
- Staff are good role models for children. They are kind and polite, and remind children to use good manners. Staff praise children for their achievements, which helps children to develop good levels of self-esteem.
- All children make good progress in their learning. Staff work continuously to ensure that parents are fully involved in their children's development. Staff use this information to plan next steps and further support children's learning.
- Staff give clear messages to children about keeping clean and healthy. Children learn the importance of washing their hands, such as after messy play and before eating.
- Children's independence is supported as they are encouraged to make their own decisions in play. They have access to a wide range of good-quality resources.
- The manager and staff have very good relationships with the host school. For example, they regularly share some of the school's facilities and the Reception teachers frequently visit the nursery, helping children to be emotionally ready for their move on to school.

It is not yet outstanding because:

- Although parents are positive about the pre-school, some parents feel their views and opinions are not sought with regards to the ongoing evaluation of the nursery.
- The overall systems to monitor children's progress are not sharply focused enough to analyse the impact of teaching or progress made for specific groups of children, to close gaps or extend learning more quickly.

What the setting needs to do to improve further

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

- increase ways to involve parents in the evaluation of the service provided and regularly seek their views to help identify improvements, to help raise the quality of the nursery even more
- develop further the monitoring of children's development so that any differences in the progress made by specific groups of children can be clearly identified, analysed and addressed accordingly.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector

Sarah Denman

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the procedures to follow if they are concerned about the safety or welfare of a child. Staff carry out daily risk assessments of the premises, to ensure all shared outdoor spaces are safe and secure. For instance, staff check that all access gates are closed and secure before the children play outside. The manager values her staff team and supports their continued professional development well, such as through accessing ongoing training events and by supporting their desire to improve upon their existing relevant childcare qualifications. The manager uses additional funding wisely, ensuring that children are well supported during their time at the nursery, which helps all children make strong progress in working towards their expected outcomes in learning.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a good knowledge of child development. They provide children with good opportunities to talk. For example, they use skilled questioning techniques which encourage children to answer in a detailed manner. They listen attentively when children share their ideas and experiences, such as during discussions about where we live, places of origin or holiday locations when looking at the world map. Staff build on children's mathematical development well. They teach children about numbers, shapes and measurement in enjoyable ways, for example, through using weighing and balancing scales in the water tray. Staff encourage children to work things out and test ideas, for instance, when mixing different dry coloured powder paints and eventually adding small amounts of water to make a paste with which to paint.

Personal development, behaviour and welfare are good

Children learn about the wider world effectively. For instance, they take part in celebrating different cultural festivals. They play with resources which help positively teach them about differences and similarities. Children learn about healthy eating in creative ways. For example, they make fruit smoothie drinks to share with everyone during snack time. Staff incorporate safety practices into the children's games, such as by providing life jackets and arm bands to promote water safety during role-play activities with a dinghy. The large outdoor area provides a challenging range of opportunities for children to increase their larger physical skills.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their starting points and develop the skills needed for the next stage in their learning and school. Children's independence is promoted well. For instance, staff encourage them to complete simple tasks, such as selecting their own snacks, pouring their own drinks and attending to self-care needs. Younger children are encouraged to explore textures and develop their physical skills through play with sand, dough and shaving foam. Older children are self-assured and talk freely and enthusiastically to staff and visitors about what they are doing.

Setting details

Unique reference number	143471
Local authority	Portsmouth
Inspection number	1089662
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	31
Number of children on roll	51
Name of registered person	Get Set Go Nursery Limited
Registered person unique reference number	RP907138
Date of previous inspection	2 June 2015
Telephone number	0239 2822333

Get Set Go Nursery registered in 1994. It is a privately owned nursery that operates from within Cumberland Infant School in Southsea, Hampshire. The nursery opens daily during term time only. It offers three morning-only sessions on Monday, Wednesday and Friday from 8.30am to 1.30pm, and two full-day sessions from 8.30am to 4pm on Tuesday and Thursday. There are six members of staff. The manager holds a teaching certificate and five other staff members hold suitable childcare qualifications ranging from level 2 to level 4.

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