

Futurepath Childcare (Ower)

Wade Park Farm, Salisbury Road, Ower, Romsey, Hampshire, SO51 6AG



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| Inspection date | 15 November 2017 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- Staff are excellent role models who support children to understand their friends and respect people's differences. They offer children excellent support to explore, such as when they tailor the environment to make sure it is accessible to everybody. All children, including those who have special educational needs (SEN), are fully able to lead their own play.
- The newly appointed manager is a positive influence on her team. Staff are growing in confidence, she listens to their views and they are happy to share concerns. She values their skills and staff are motivated to play an active part in planning enjoyable activities.
- Staff form secure partnerships with parents. Many parents praise staff for teaching children important skills, such as when they help children develop their concentration. Staff communicate regularly with parents so they are aware of children's next steps.
- Children learning English as an additional language are quick to pick up new speaking skills. All children thrive and make good progress in their learning.
- Staff encourage children from a very young age to develop an interest in technology. Babies and older children are curious and excited to find out how toys work.

It is not yet outstanding because:

- Staff miss some chances to extend children's mathematical knowledge, such as when teaching most-able children about shapes.
- At times, staff miss opportunities to support older children to further develop their writing skills.

What the setting needs to do to improve further

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

- offer children that require greater challenge the chance to further develop their knowledge of shapes
- identify opportunities to help children develop their early writing skills, particularly in the older age group.

Inspection activities

- The inspector talked to children about toys they enjoy playing with at nursery.
- The inspector spoke to parents about the information staff share with them about children's learning.
- The inspector held a meeting with the manager, they discussed the support she offers staff to fulfil their roles.
- The inspector jointly observed a planned activity with the manager, and they evaluated how the activity could be improved next time.
- The inspector reviewed children's learning documents and talked to staff about the progress children are making.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The manager is motivated to identify how she can improve her already good practice. She has the full support of her staff team as she continues to raise standards. She listens to the views of parents, such as when they regularly offer their opinion on a relevant topic. Safeguarding is effective. The manager works with staff to assess and minimise all risks to children. For example, there are rigorous daily procedures in place to support children who have food allergies. In addition, staff have received the appropriate medical training to react if a child has an allergic response. Staff have a secure knowledge of the whistle-blowing procedures to follow if they have concerns about the behaviour of a colleague. The manager fully understands changes she needs to notify to Ofsted to comply with requirements. The provider has stringent recruitment procedures in place to check applicants' suitability to work with children. For instance, she thoroughly checks their work history and appropriate references. The manager offers staff good access to suitable learning opportunities, such as when experienced staff mentor newer colleagues.

Quality of teaching, learning and assessment is good

Staff organise the environment very well and they encourage children to link their play to real-life experiences. For example, children collect different types of fruit and vegetables in bags. They talk about shopping with their own families and children take it in turns to make payment. Staff encourage babies to move in different ways, such as when they teach them to climb up and come down stairs. They offer children the opportunity to learn more about people that work in their local community. For instance, police officers speak to children about the type of work they do. Children thoroughly enjoy the experience of sitting in the police car and triggering the lights and sounds.

Personal development, behaviour and welfare are outstanding

The key-person system works exceptionally well for all children. Staff are very highly responsive to children's care needs. They build up extremely strong bonds with children in their key groups. Children are able to share their needs from an early age. For instance, staff sensitively communicate with children using speech and sign language. Staff use extremely effective methods to promote excellent behaviour. Children always listen to instructions given by adults and they quickly provide comfort to friends that are upset. Staff give children great support to keep themselves physically healthy. For example, staff work very closely with other professionals to identify the most-nutritious foods for children, including those with dietary requirements.

Outcomes for children are good

Children listen very well to instructions, such as when they shake musical instruments to a rhythm. They throw their heads back laughing as they demonstrate shaking them 'slow' and then 'fast'. Children display high levels of self-confidence and they are always happy to try new activities. They are emotionally very mature and demonstrate many skills that will be useful when they move to school, for example, they work very well with others.

Setting details

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| Unique reference number | EY490754 |
| Local authority | Hampshire |
| Inspection number | 1020639 |
| 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 | 0 - 4 |
| Total number of places | 55 |
| Number of children on roll | 69 |
| Name of registered person | Futurepath Childcare (Ower) Limited |
| Registered person unique reference number | RP904785 |
| Date of previous inspection | Not applicable |
| Telephone number | 02380 814400 |

Futurepath Childcare (Ower) is one of four privately owned settings. It is situated in a converted building in a business park in the Ower area of Hampshire. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Staff support children who have SEN and/or disabilities and children who are learning English as an additional language. The nursery is in receipt of funding for early education for two-, three- and four-year-old children.

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