

YMCA Gosport Nursery, St Vincent



St. Vincent College, Mill Lane, GOSPORT, Hampshire, PO12 4QA

Inspection date 8 January 2018
Previous inspection date 10 July 2014

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

- Children are very happy and secure in this welcoming and friendly setting. They form strong attachments with the staff, who know the children and their families very well. This successfully supports children's emotional well-being and encourages them to be confident learners.
- The manager and staff monitor the development of individual and groups of children closely and quickly identify any gaps in their learning. They effectively offer further support for children who need it, such as funded children. All children make good progress from their starting points, regardless of their circumstances, including those who speak English as an additional language.
- Partnerships with parents are strong. From the very beginning, parents are encouraged to share information about what their children can do and their likes. Staff keep parents informed about their children's learning and development. Parents are extremely complimentary about the staff and the care their children receive.
- Staff provide good support for children who have special educational needs (SEN) and/or disabilities. Staff forge close links with other professionals to support children's welfare and all-round development well.

It is not yet outstanding because:

- At times, some staff miss opportunities to extend children's thinking and learning.
- Staff are keen to promote and reinforce numbers and shapes during activities. However, staff working with pre-school children do not always focus upon other areas of mathematical learning, such as by exploring size, weight and measure.

What the setting needs to do to improve further

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

- help staff to make the most of opportunities to fully promote children's thinking and language development
- extend the opportunities for older children to learn about size, weight and measure.

Inspection activities

- The inspector observed the staff working with children in all areas of the setting.
- The inspector spoke to the provider, senior managers, staff and children at convenient times during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views
- The inspector discussed how individual children have progressed since they started at the setting.
- The inspector conducted a joint observation with a senior manager.

Inspector

Sarah Denman

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The management team regularly checks that policies are reflective of current guidelines and that staff knowledge is up to date so that they know how to respond to concerns about children's welfare proficiently. Managers regularly review and risk assess the nursery to ensure children and staff are kept safe at all times. For example, the entry door to the nursery has recently been fitted with an alarm. This highlights when the access door is open so that staff can be extra vigilant when children are arriving or leaving the nursery. The management team has created a well-qualified staff team and supports staff well. Managers monitor staff's practice effectively and encourage them to improve their performance. For example, they identify training needs and foster a culture of mutual support within the nursery.

Quality of teaching, learning and assessment is good

Staff have a good understanding of the ways children learn. They observe children carefully and plan suitable next steps for each child's development. Staff talk to children, repeat language used to support play and offer praise and encouragement throughout activities. Staff help children to recognise and become familiar with the daily routine. For example, they use visual timetables to help children understand what is happening now and next throughout the day. Staff encourage very young children's emerging number and counting skills well. For instance, when finding a suction frog to place onto a smooth wall, children are asked if they can find one more to continue the game. Young children are active learners who delight in exploring musical instruments and the sounds they make. For example, they are encouraged to play their instruments 'loud, quiet, fast and slow'. This creates much merriment during their shared experiences.

Personal development, behaviour and welfare are good

Staff are positive role models and children are polite and behave well. Children develop positive social skills and build meaningful friendships. For example, older children play happily together and take turns and share resources respectfully when playing in the home corner. All children have good opportunities to challenge their physical skills. For instance, babies are encouraged to move and pull themselves up on the furniture, whereas older children explore interesting ways to move, such as by balancing and walking on stilts. Staff support children's independence well and promote their personal care skills. At snack time, for example, all children are encouraged to wash their hands prior to eating their healthy snacks. Children have daily opportunities for exercise and fresh air. This helps to promote their good health and supports their physical well-being.

Outcomes for children are good

Children develop a wide range of skills and are well prepared for the next stage in their learning, including school. They develop good literacy skills. Staff sing rhymes to babies, who smile and wave their arms to express their enjoyment. Younger children listen intently to stories being read to them. Older children confidently recognise letter names and the sounds that these represent during play. Children of all ages enjoy using small tools carefully and with skill, such as when rolling, cutting and shaping play dough.

Setting details

Unique reference number	511070
Local authority	Hampshire
Inspection number	1070426
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	60
Number of children on roll	113
Name of registered person	YMCA Fairthorne Group
Registered person unique reference number	RP906223
Date of previous inspection	10 July 2014
Telephone number	023 92504199

YMCA Gosport Nursery, St Vincent registered in 2000. It provides sessional and full day care and is located in the grounds of St Vincent College. The centre is open each weekday from 7.30am to 6pm for 51 weeks of the year. The manager is employed in a supernumerary capacity and there are 16 staff working with the children. Of these, 14 staff hold appropriate early years qualifications. The nursery also has a qualified early years lead practitioner as a member of staff. The nursery receives funding for the provision of free early education to children aged two, three and four years.

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