

# Growing Places @ Morelands



Morelands Primary School, Crookhorn Lane, Waterlooville, Hampshire, PO7 5QL

<b>Inspection date</b>	15 February 2018
Previous inspection date	8 January 2014

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

## Summary of key findings for parents

### This provision is outstanding

- The management team is extremely passionate about its role and is committed to providing the very best learning experiences for children. There are excellent systems to monitor the quality of the provision, including the professional development of staff. The management team has an outstanding drive to continually reflect on its practice and maintain the highest standards.
- Staff ensure that the environment is exceptionally stimulating and provides rich learning opportunities. Staff give great thought to how best to provoke curiosity and encourage children to explore, investigate and solve problems, which helps extend children's knowledge and skills. Children, including babies, make rapid progress in their learning and development.
- Children build very close bonds with their key person and thrive in the staff's care. Children are very happy and feel safe at the nursery. Staff give comfort to children when they need reassurance. They help children to grow in confidence and develop a very strong sense of belonging. This prepares them exceptionally well for each stage in their education and their future move to school.
- The manager and staff work very closely with parents, other professionals, schools and other agencies. This gives children a very high standard of consistent care. Staff regularly consult with parents and they keep them fully informed about their children's progress. Parents say they are 'amazed at how much children want to learn' and are 'very pleased with the way their children are cared for'.

## What the setting needs to do to improve further

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

- continue to strengthen opportunities to help children develop an even greater understanding about their own safety and that of others, including when using technology.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector talked to children, staff and the deputy manager at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection and through a number of written testimonials.
- The inspector and the deputy manager carried out a joint observation.
- The inspector held a meeting with the provider and deputy manager, and sampled planning documentation and a range of other records, including policies and recruitment procedures.

### Inspector

Jacqueline Good

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Managers support staff very effectively and ensure they access targeted training, giving them a wealth of experience to greatly benefit children's development. For example, training has helped staff develop the environment to support children's independence. Managers rigorously monitor assessments of different groups of children. They help staff ensure children make rapid progress through promptly and very accurately identifying gaps in their learning. This has led to great improvements in children's communication and language skills, as children take part in daily physical activities that they plan and lead. Safeguarding is effective. Managers have an exceptional understanding of child protection issues. Drawing on recent training and experience, staff demonstrate a wealth of knowledge and fully understand their responsibilities in protecting children.

### **Quality of teaching, learning and assessment is outstanding**

Children and babies benefit from a highly stimulating, warm and inviting environment. Innovative ideas and activities keep them excited and eager to find out more. Staff instinctively intervene in play to extend children's learning. For example, when children build a tall tower, staff encourage them to measure and compare heights. Children talk about size and number with confidence. Staff allow children to lead their own play, explore and investigate. For example, they provide steps when children want to peer inside a tall cardboard tube and fill it to the brim with objects collected from around the room. Children develop very strong imaginations and they pretend to climb under and over obstacles during a 'bear hunt' activity. Staff provide excellent resources for children to make 'perfumes and potions' using flower petals and other natural materials. Staff are skilfully deployed to support young children as they explore and investigate. For instance, babies learn how to negotiate slopes and steps and manipulate cutlery when eating.

### **Personal development, behaviour and welfare are outstanding**

Children have exceptionally strong relationships and become highly caring individuals. The environment is organised with a strong focus on developing a sense of belonging where children feel valued. For example, each 'pod' has a display of photographs of children's family members. Staff manage mealtimes exceptionally well providing children with opportunities to develop independence, such as helping to lay tables and serve food. Children and babies thoroughly enjoy this exceptionally sociable time, eating freshly made, healthy meals. Children have superb opportunities to learn about, and take part in, their local community. For instance, they take homemade pastries to residents in a local care home. Children learn how to keep themselves safe, but opportunities to learn about keeping safe when using technology are less frequent.

### **Outcomes for children are outstanding**

Children work together exceptionally well and become engrossed in the activities. They are extremely confident and imaginative and become creative problem solvers. Children are independent and aware of how to manage small risks for themselves, such as when they play on equipment outdoors. They develop essential skills that will equip them exceptionally well for their future learning.

## Setting details

<b>Unique reference number</b>	EY374028
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1068878
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Community Childcare Centres
<b>Registered person unique reference number</b>	RP911257
<b>Date of previous inspection</b>	8 January 2014
<b>Telephone number</b>	02392 241798

Growing Places @ Morelands registered in 2008. It is a charity-run setting, overseen by a board of trustees. It operates from premises on the site of Moorlands Primary School in Waterlooville, Hampshire. It provides nursery, pre-school and out-of-school care for children aged from three months to 11 years. It operates from 7.30am to 6pm for 51 weeks of the year. There are 14 members of staff. The manager has a foundation degree in early years and all staff hold, or are working towards, appropriate childcare qualifications from level 2 to early years professional status. The provision receives funding to provide free early education to children aged two, three and four years.

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