

# Warblington Daycare

Warblington School House, Southleigh Road, Havant, Hants, PO9 2RR



<b>Inspection date</b>	13 March 2018
Previous inspection date	18 September 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Leaders show a strong commitment towards making improvements. They have worked hard since the last inspection to address the identified weaknesses. As a result, all breaches of requirements have now been met.
- Children are motivated learners and show good levels of concentration as they play in the well-resourced environment. This helps children make good progress in their learning and development in readiness for school.
- Staff are skilled in developing children's language skills. They have accessed training to identify children who may be at risk from language delays and provide additional support for them.
- Partnerships with parents are good. Parents speak highly of the support leaders and staff provide for their children. Parents are regularly updated about their child achievements and are given ideas about how to support their child's learning at home.

### It is not yet outstanding because:

- Some staff do not recognise when children need more time to respond to questions and develop ideas for themselves.
- The recently introduced tracking systems are not fully established. Leaders have used the information to help evaluate the effectiveness of the programme for mathematics however, they have not yet looked at other areas of learning in as much detail.

## What the setting needs to do to improve further

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

- help staff recognise when children need more time to explore and develop ideas for themselves to challenge their thinking skills even further.
- extend the use of tracking information so that it is better used to monitor the effectiveness of the whole curriculum

### Inspection activities

- The inspector observed the quality of teaching and support for children's learning.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector looked at a sample of documents, including children's records, safeguarding policies and procedures and training certificates.
- The inspector talked to parents, staff and children during the inspection and took their views into account.

### Inspector

Teresa Newman

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders have made good use of the support they have received from the local authority to address the actions from the last inspection. Leaders and staff have updated their safeguarding knowledge. They understand how to identify and act upon concerns about a child's well-being, including when a child may be at risk from extreme behaviours or views. Effective supervision is now in place. This means that staff understand their role and receive feedback from leaders on how they can improve their practice further. Leaders have made good use of additional funding to improve outcomes for disadvantaged children: this is evident in children's emotional well-being and physical development.

### Quality of teaching, learning and assessment is good

The quality of teaching has improved since the last inspection. Staff know the children well. New systems in place to observe children and monitor their progress mean staff are able to provide suitable activities that interest children and extend their learning. For example, together staff and children build a train track and discuss what they may see on their journey. Staff provide opportunities to extend children's language and thinking skills. For example, they work together to identify who has built the highest tower. Recent monitoring of children's learning has shown that some children were not developing their early mathematical skills as quickly as others. As a result, a maths area has been developed where children independently access resources and explore numbers and shapes.

### Personal development, behaviour and welfare are good

Children behave well. They show that they understand the rules of the nursery as they remind their friends to use 'walking feet' inside. Staff make the most of everyday opportunities to promote healthy lifestyles and extend children's learning. For example, they talk about how their blood is pumped around their body after the children have been running around outside. Children learn how to assess and manage risks for themselves as they carefully negotiate low balance beams outside. Staff have good relationships with children. Children confidently approach staff for comfort or to share stories with them. Young children develop high levels of independence through daily routines. For example, they practise putting on their coats and shoes when going outside. Staff recognise children's achievements and praise them. As a result, children are developing positive self-esteem.

### Outcomes for children are good

Children enjoy the opportunity to dig in mud as they build 'underground homes' for themselves. Younger children develop their physical skills as they move and sing along with familiar songs and rhymes. Children eagerly explore the texture of paint on their hands and discover what happens as they add different colours. Older children have opportunities to prepare for school. They learn to listen to others and value their thoughts and feelings. Children are creative and able to develop their imagination well, such as when they carefully tip toe through 'lava' on the floor.

## Setting details

<b>Unique reference number</b>	EY488326
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1125463
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Mandy Farmer
<b>Registered person unique reference number</b>	RP513644
<b>Date of previous inspection</b>	18 September 2017
<b>Telephone number</b>	07870 634 805

Warblington Daycare opened in 2015. It is situated in Warblington School in Havant, Portsmouth. The setting is open from 7.30am to 6pm Monday to Friday for 51 weeks each year. The setting cares for children age two to five years. There are seven members of staff including the registered provider. Most staff hold level three qualifications and the manager holds qualified teacher status.

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