

# Storytime Nursery School

Kersey House, Queens Place, Southsea, Hampshire, PO5 3HF



## Inspection date

10 April 2018

Previous inspection date

17 November 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider does not meet all the safeguarding and welfare requirements. There is not a trained designated member of staff with responsibility for safeguarding in the nursery. However, staff have a clear understanding of what to do if they have concerns about a child's wellbeing.
- The arrangements for monitoring and developing staff's professional practice are not yet fully embedded or effective. Staff's training needs are not always prioritised appropriately.
- The provider does not evaluate the provision well enough to identify all areas of improvement.

### It has the following strengths

- Since the last inspection the provider has addressed the identified weaknesses. Suitability checks have now been completed for all staff. Additional training has been accessed to ensure an appropriately trained first aider is on site at all times and ratio requirements are adhered to.
- Staff create a nurturing environment in the nursery. As a result, children settle quickly and develop positive relationships with the staff. Staff value each child's individuality and support their emotional well-being well. This helps children to become confident learners.
- Parents are positive about the nursery. They feel their children are safe and well cared for. Parents value feedback from staff about the progress their children are making.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure the practitioner with lead responsibility for safeguarding attends an appropriate child protection training course to fulfil the role	11/06/2018

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

- continue to develop the new systems for supervision to ensure that it supports staff professional development
- use self-evaluation more effectively to identify areas of improvement, to ensure the requirements of the Early Years Foundation Stage are fully met.

### Inspection activities

- The inspector observed the quality of teaching and support for children's learning.
- The inspector assessed how well the provider 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 the provider monitors 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 requires improvement

The provider has failed to ensure there is a trained designated lead officer for safeguarding children in the nursery. This is a breach of the requirements of the Early Years Foundation Stage. However, there is a member of staff identified to take on this role and they understand their responsibility in keeping children safe. Staff understand how to protect children and know how to identify children who may be at risk from extreme views. This means that the breach of the requirement does not have a significant impact on children's well-being. Therefore, safeguarding arrangements are effective. New systems to support staffs professional development through supervision are in their early stages of development and are not yet being used effectively. The provider monitors children progress and has high expectations for all children. Recent monitoring has shown that boys need further support in developing their confidence in sharing their thoughts with others. As a result, staff use opportunities through everyday routines to promote this well.

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

Staff have a good understanding of how children learn and use this to plan interesting activities for children. Children's mathematical skills are well supported by staff. Staff provide suitable challenge for more able children and encourage them to solve simple calculations as together they work out how many children are present. Accurate assessments of what children can do are made by staff and they use this information to identify what children need to learn next. Staff use good teaching techniques to encourage children to reflect on previous learning to solve problems. Staff model language skilfully. As a result, even the youngest children are confident communicators and have a wide vocabulary. Older children independently chose during play to count their trains in Italian, which they have learnt at nursery.

### Personal development, behaviour and welfare require improvement

The provider has failed to meet all the requirements of the Early Years Foundation Stage. However this breach of requirements has a limited impact on children's welfare. Children's behaviour is good. Staff act as positive role models and effectively support younger children who are learning to manage their behaviour. Children develop their physical skills well. Indoors they use tools to create different shapes with dough. Outside they learn how to develop coordination and control as they run and balance on scooters. Staff discuss the importance of keeping safe with children. Children learn to take age appropriate risks, with staff they assess the risk of balancing on resources inside the nursery.

### Outcomes for children are good

Children make good progress in their learning at the nursery. Older children develop their literacy skills well. They know letters in the alphabets and some can write their first names. This prepares them for their move to school. Younger children explore their voices and bodies as they sing and dance to familiar songs.

## Setting details

<b>Unique reference number</b>	143561
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1126389
<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>	1 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Storytime Nursery School Limited
<b>Registered person unique reference number</b>	RP523048
<b>Date of previous inspection</b>	17 November 2017
<b>Telephone number</b>	02392 754832

Storytime Nursery School is privately owned and registered in 1993. It operates from the ground floor of a Victorian house in the Southsea area of Hampshire. The nursery is open each weekday from 8am to 6pm, for 49 weeks of the year. The nursery is in receipt of funding for the provision of free early education for three- and four-year-olds. There are five members of staff who work with children, four of whom hold relevant childcare qualifications at levels 3 or 5.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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