

# Patchwork Day Nursery And Fun Camp



Perins School And Community Sports College, Pound Hill, Alresford, SO24 9BS

<b>Inspection date</b>	30 May 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The trustees of the host academy and the manager provide effective leadership, and demonstrate a strong commitment to continuous improvement. They evaluate the provision effectively and successfully implement improvements that benefit the children and their families.
- Staff provide good foundations in learning for the youngest children and babies in the nursery. They effectively observe what children can do and plan exciting activities to help children achieve their next steps in their learning. Successful strategies engage parents in children's learning, in the nursery and at home.
- Staff meet young children's and babies' emotional well-being and care needs very well in this warm and welcoming nursery. They develop strong links with staff and other early years professionals, to provide a continuity of care and learning for all children as they move through the nursery.
- The manager effectively gathers and acts on the views of parents to inform future priorities. For example, parents are encouraged to vote on weekly topics and their views are then quickly acted upon to ensure the service meets their needs.

### It is not yet outstanding because:

- Some routine times of the day are not consistently organised to avoid delays between activities and to make the most of every learning opportunity.
- Staff do not consistently challenge children's learning as well as possible.

## What the setting needs to do to improve further

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

- consider routine times during the day, to ensure young children do not have to wait for long periods before moving on to the next activity
- enhance coaching and professional development for staff, identifying further ways to develop their teaching skills to the highest level to consistently challenge children in their learning.

### Inspection activities

- This inspection took account of the provision for children aged under two years only.
- The inspector observed children's play indoors and outdoors.
- The inspector looked at samples of children's assessment folders and discussed children's learning with staff, the manager and the business manager.
- The inspector spoke with the staff, parents and children at appropriate times during the inspection. The inspector held a meeting with the manager and business manager.
- The inspector conducted a joint observation with the manager.

### Inspector

Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff access frequent safeguarding training and the manager regularly checks staff's knowledge, including how they would identify and act on any concerns. Staff are vigilant in ensuring children's safety as they play and make sure the play spaces are safe and well maintained. Recruitment procedures are robust and ensure all staff are continually suitable for their roles. The manager supervises staff and evaluates practice to drive improvement. For example, a recent focus on the quality of assessments for children's learning has led to an improvement in quality and ensures accurate targets for learning. The manager monitors individual and group progress well and quickly acts on any differences in learning. Parents are wholly positive in their reviews of the nursery. They feel well informed about their children's day and feel their children are settled and enjoy their time immensely at the nursery.

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

Staff provide rich, varied and imaginative experiences that excite and motivate children to learn. Babies and toddlers enjoy singing songs and rhymes. They listen carefully to the song and jump up eagerly and hop, in response to the actions in the song. Staff support children's speech and language development effectively. They respond positively to babies' gestures and babbles. Staff support babies' sensory learning particularly well and enthusiastically encourage babies to explore items, such as cooked warm spaghetti. Babies show delight as they wiggle their toes in the sensory mix, while toddlers use tools such as tweezers to develop their physical skills as they try and catch the wiggly strands.

### Personal development, behaviour and welfare are good

Staff provide familiar and consistent routines, and place a strong focus on supporting children's sense of belonging. They manage children's behaviour well and sensitively support young children to manage their feelings, take turns and share resources. Staff help children to lead healthy lifestyles and teach them to follow appropriate hygiene routines to support their continued good health. They teach children how to manage their personal risk and safety well according to their young age.

### Outcomes for children are good

The youngest children make good progress that successfully supports their move to the next stage of their learning. They are motivated, curious learners who show a great interest in activities and show good levels of independence. Toddlers enjoy extending their physical skills. They energetically climb up the slide and competently use large chalks to make patterns on the ground. Babies are inquisitive and discover new things as they explore interesting objects and materials, such as colourful feathers.

## Setting details

<b>Unique reference number</b>	EY490898
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1042504
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	9
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Perins School
<b>Registered person unique reference number</b>	RP908601
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01962737251

Patchwork Day Nursery and Pre-School registered in 2015. The nursery is based on the site of Perins School, in Alresford, Hampshire. The provision for babies and toddlers is open from 8am until 6pm from Monday to Friday for 51 weeks of the year. There are three staff working with the youngest children, two of whom hold recognised qualifications.

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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