

The Watership Down Nursery



Lady Rose Hall, Laverstoke Lane, Whitchurch, Hampshire RG28 7NY

Inspection date	1 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The manager/owner and staff team demonstrate a strong commitment to improving outcomes for children. They have worked effectively since their registration to evaluate and reflect on their practice, and have put together detailed action plans which they review regularly.
- Staff provide a rich and varied environment for children. They plan a superb range of playful experiences that particularly enthralls and motivates individual children to learn. Staff are highly effective in promoting the particular needs, abilities and interests of all children.
- Children's behaviour is exemplary. Older children's self-regulation and negotiating skills are highly developed. Children demonstrate tremendously thoughtful and sensitive attitudes as they cooperate and play games together.
- Children's make good progress in their communication and language skills. Staff expertly tailor their interactions to meet young children's developing language needs precisely. They consistently extend children's vocabulary, introducing new words and engaging them in conversations. Children listen very carefully, maintain interest and acquire new language.
- Parents are happy with the nursery. They express how much their children love attending. Parents receive regular information about their children's progress and are encouraged to continue with their children's learning at home.

It is not yet outstanding because:

- Staff do not work consistently in partnership with other settings that children attend, to enhance children's individual learning.
- Staff do not obtain detailed information from parents about what children already know and can do when they first start, to help them fully plan their learning from the outset.

What the setting needs to do to improve further

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

- strengthen partnerships with other early years settings that children attend, to develop more-effective ways to share information about children's learning and development
- gather more-precise information from parents when children first start and consider prior achievements fully when assessing their starting points, to inform future planning.

Inspection activities

- The inspector observed activities in the main base room and outside.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents/carers spoken to during the inspection and written references made available.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of leadership and management is good

Staff work closely as a team and morale is high. The manager completes regular supervision meetings, where staff can discuss their own development. In addition, staff complete observations of teaching practice, and set targets to help staff improve their teaching. Staff regularly update their knowledge and develop their skills to benefit all children. The arrangements for safeguarding are effective. Additional safeguarding training has ensured that all staff have a thorough understanding of the action to take if they are concerned about the welfare of a child in their care and of the whistle-blowing policy. The manager implements robust recruitment procedures to ensure that staff are suitable to work with children.

Quality of teaching, learning and assessment is good

Staff tailor planning to children's individual needs, ensuring next steps are appropriate and challenging. They monitor observations and assessments of children's individual development, and quickly identify and address any gaps in children's learning appropriately. Staff support children's mathematical skills well. They engage children in meaningful conversations throughout the day, and repeat and reinforce appropriate mathematical language to babies and toddlers. Staff successfully design and make resources that enrich children's learning. For instance, they use various dried beans and play games to support children's understanding of quantity, shape and size. Staff support older children to solve problems for themselves, such as when they consider the height and number of coloured blocks that they have.

Personal development, behaviour and welfare are outstanding

All children are emotionally very secure. They are extremely happy, confident and respond exceptionally well to the calm expectations from the staff. Staff provide an excellent range of experiences, which helps children to value and respect people and families, and celebrate diversity within the family group. This is expertly reinforced through discussions and activities. Children understand similarities and differences among themselves. For example, staff encourage the excellent use of 'play buddies'. This means older children work with younger children to share their skills and promote an understanding that they are different and effectively learn to be caring towards others. Staff really praise older children's efforts to help younger children learn routines. Staff consistently model highly effective hygiene routines and children display an excellent understanding of how to keep themselves healthy. They know why they wash their hands and suggest it is to prevent the wiggly worms and spread of germs. Children's understanding of the world is extremely well promoted. They enjoy a wide range of exciting sensory, natural and practical learning experiences.

Outcomes for children are good

All children acquire the skills that they need for the next steps in their development and eventual move on to school. Babies develop an interest in books, as they feel the different textures on the pages. Toddlers begin to count and use number names in their play. Three-year-olds begin to recognise the sounds of letters of the alphabet. They are inquisitive and eager to try out new things.

Setting details

Unique reference number	EY501229
Local authority	Hampshire
Inspection number	10067481
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	15
Number of children on roll	18
Name of registered person	The Watership Down Nursery Ltd
Registered person unique reference number	RP910707
Date of previous inspection	Not applicable
Telephone number	01256895504

The Watership Down Nursery registered in 2016. It is a privately owned provision and is located in Whitchurch, Hampshire. The nursery is open each weekday from 8am to 5.30pm for 50 weeks of the year. It accepts funding for the early education of children aged two and three years. The owner/manager employs an additional four staff. Of these, three staff hold appropriate early years qualifications at level 3. The owner/manager holds a teaching qualification at level 6.

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