

Pawprints Nursery

Building 61, Connaught Road, Worthy Down, Winchester, Hampshire
SO21 2RG



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| Inspection date | 10 August 2018 |
| Previous inspection date | 8 July 2016 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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

The provision requires improvement. It is not yet good because:

- The registered provider has not informed Ofsted of changes to the committee that oversees the management of the nursery.
- The registered provider has not ensured committee members have supplied Ofsted with the information they require to allow them to carry out the necessary suitability checks.
- Staff do not consistently take into account the age and needs of all children involved in adult-led activities. Some activities require children to concentrate for long periods and young children begin to fidget and lose focus.
- At times, staff complete tasks children are capable of completing for themselves.
- Some aspects of the self-evaluation process are weak. The management team has not fully addressed all recommendations made at the previous inspection.

It has the following strengths

- Staff thoughtfully extend children's knowledge of the world around them and they talk to children about other countries. Children develop their language skills and they enthusiastically recount their own experiences of travelling on planes and trains.
- Staff create plenty of opportunities for children to develop their physical skills. They encourage children to collaborate with others as they play active games. Staff encourage children to strengthen their hand grip, such as when they mould and cut shapes.
- Staff build children's confidence, such as when they encourage children to share their ideas. All children make good levels of progress and are well prepared for school.

What the setting needs to do to improve further

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

| | Due date |
|---|------------|
| ensure that Ofsted is informed of all changes to members of the nursery's management committee | 10/10/2018 |
| ensure that all appropriate paperwork is completed to allow Ofsted to carry out background suitability checks on all members of the committee, including providing details of enhanced Disclosure and Barring Service checks. | 10/10/2018 |

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

- monitor adult-led activities to check that they meet the needs of all children involved
- maximise opportunities for children to complete tasks for themselves
- develop systems of self-evaluation to target weaker areas of practice and to identify how to resolve issues and raise the quality of the service.

Inspection activities

- The inspector approached parents, who were happy to share their opinions about the nursery.
- The inspector held a meeting with the management team, and they discussed the policies and procedures in place at the nursery.
- The inspector talked to staff about the progress individual children have made from the time they started at nursery.
- The inspector observed an activity with the manager and they evaluated the teaching they had seen.
- The inspector viewed the safeguarding policy and spoke to staff about the procedures they follow to protect children from harm.

Inspector

Julie Bruce

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has identified that their self-evaluation process does not identify all areas where they need to improve their practice or are in breach of requirements. Although all staff are subject to rigorous recruitment and vetting checks, management has not supplied Ofsted with all the details they require to complete suitability checks on the committee. Some members of the committee have not submitted details of required Disclosure and Barring Service checks. However, committee members are never left unsupervised with children. Safeguarding is effective. The management team frequently checks the staff team's knowledge of child protection issues, for example, through quiz sessions. Senior staff monitor accident books regularly to identify concerning patterns. Staff have a secure knowledge of how to report concerns about children's welfare to appropriate agencies. Management supports staff to access suitable training opportunities. Recently, a number of staff completed early years qualifications. They have developed a better understanding of how to assess children's progress.

Quality of teaching, learning and assessment is good

Staff support children to learn about colours. For example, they encouraged children to link colours on a game board to colours in the environment. Staff remind children to make good use of space, such as when they provided children with opportunities to design structures. Children got very excited as staff encouraged them to mix and experiment with textures liberally. The management team closely monitors the assessment process. It checks that staff accurately record details of children's progress and share information about progress with parents. Although there are examples of strong teaching, staff do not consistently tailor adult-led activities to engage younger children in learning. Staff communicate in-depth learning information with other providers that share children's care, to provide children with consistent support.

Personal development, behaviour and welfare require improvement

Due to the weaknesses in leadership and management, the provider is not promoting children's safety and welfare to a consistently good level. The key-person system is very well established. For instance, staff let parents know when their child's key person is away on holiday and families are told of who will support them and their child until the key person returns. Parents of new children praise staff for supporting children to settle quickly. Staff do not consistently support children to develop their independence skills. For example, they put on children's outdoor clothes for them when they are capable of doing this for themselves.

Outcomes for children are good

Children identify letters in their name and other familiar letters. Older children ask interesting questions. Younger children make simple statements about what they see and hear. Children from a range of backgrounds are sociable, happy and achieve well.

Setting details

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| Unique reference number | 109976 |
| Local authority | Hampshire |
| Inspection number | 10063283 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 1 - 4 |
| Total number of places | 47 |
| Number of children on roll | 29 |
| Name of registered person | Pawprints Nursery Committee |
| Registered person unique reference number | RP911356 |
| Date of previous inspection | 8 July 2016 |
| Telephone number | 01962883685 |

Pawprints Nursery registered in 2012. The nursery serves both military and civilian families. It opens Monday to Friday from 7.30am to 6pm, for 50 weeks of the year, closing for two weeks at Christmas. A team of 12 staff work with the children. Of these, nine hold early years qualifications. The manager and another member of staff hold a level 4 qualification, and seven members of staff are qualified at a level 3. Funding is accepted for the provision of early education for children aged two, three and four years.

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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