

# Otters Nursery Schools Ltd

Otters Nursery School, The Old Dairy, Farleigh Road, BASINGSTOKE, Hampshire RG25 2JS



<b>Inspection date</b>	15 November 2018
Previous inspection date	26 May 2016

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

### The provision is good

- Children enjoy their play and learning. They respond with enthusiasm and engage well in activities. All children make good progress from their individual starting points.
- Staff work effectively with parents and other professionals involved in children's care and learning. This helps staff develop a strong understanding of how to support children's individual needs, particularly those with special educational needs and/or disabilities (SEND).
- Staff provide a calm and happy environment for children. They know their key children well. For example, staff talk to children about their home lives, such as family pets.
- Staff teach children well about keeping themselves healthy. For example, they show them how to wash their hands properly and explain why cleaning their hands before eating is important to remove germs.
- The manager and staff actively involve parents in their children's learning. For example, they provide a library book service and ask parents to provide feedback about their child's learning and experience. This helps to support children's learning at home.

### It is not yet outstanding because:

- The manager's monitoring of staff practice is not precise enough, to help build further on the quality of teaching, including assessments of children's learning, to support children to make even better progress.
- Occasionally, staff do not manage some routines well in the pre-school, particularly during changes of routine, and at times this interrupts children's play and learning.

## What the setting needs to do to improve further

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

- strengthen the existing monitoring of staff practice to build on the identified areas for improvement further, including the quality of teaching and assessments of children's learning, to help children make more rapid progress
- review and develop the organisation of routines during times of change in the pre-school, to help provide more continuous play and learning opportunities for children.

### Inspection activities

- The inspector spoke to the owner, manager, staff, parents and children at appropriate times during the inspection.
- The inspector observed children's play and activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a sample of documentation and records, including evidence of staff suitability.

#### Inspector

Sheena Bankier

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a strong understanding of their responsibilities to safeguard children. They have a confident knowledge of how to recognise and respond to concerns about children's welfare and other staff behaviours. Staff supervise children closely, helping to keep them safe. Overall, the manager has a clear understanding of the areas for development and how to support staff to develop their skills. She makes plans for improvement and shares these with staff, such as during team meetings. A specialist consultant has supported improvements outdoors. For example, each room has a covered outdoor learning area along with access to gardens with stimulating resources and activities. The manager tracks children's progress and responds well to gaps she identifies, including obtaining and creating new resources.

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

Staff provide good-quality teaching. They engage with children positively and support their learning through informal play and planned activities. They ask questions that help children think and respond, and solve problems. Older children develop a good understanding of mathematics. For example, a member of staff taught children about simple addition and subtraction using model animals. Staff develop toddlers' communication and language skills well, including repeating words and extending these into short sentences. Staff understand the progress children make and plan next steps in learning that relate to children's interests and what they need to learn next. Children with SEND and those learning English as an additional language are supported well. For example, staff use signing to support communication alongside spoken words.

### Personal development, behaviour and welfare are good

Children form positive relationships with staff and develop close bonds with them. For example, babies 'snuggle in' and enjoy cuddles with staff. Older children form good friendships with each other. They learn to share, take turns and play cooperatively. For example, older children worked together to find different containers to collect water being poured through connected lengths of drainpipe. Children develop their confidence very well. They receive praise and encouragement from staff. Staff provide a positive role model to children, including providing calm interactions and using good manners.

### Outcomes for children are good

Children are well prepared for the next stage in their learning, including school. Older children develop their independence and manage their personal needs well. For example, they recognise when to clean their noses, and pour themselves a drink when thirsty. They develop good listening skills and concentrate effectively, such as when a story is read to them. Babies enjoy learning about how things work, and they are curious and inquisitive, such as pulling levers to make a toy move. Toddlers develop good physical skills. For example, when outdoors they learn to climb and move with confidence.

## Setting details

<b>Unique reference number</b>	EY474524
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10075712
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Otters Nursery Schools Ltd
<b>Registered person unique reference number</b>	RP907079
<b>Date of previous inspection</b>	26 May 2016
<b>Telephone number</b>	01256 336880

Otters Nursery School registered in 2014. It is operated by a limited company and is situated on the outskirts of Basingstoke, Hampshire. The nursery is open each weekday from 7.30am to 6pm, all year round. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 16 staff who work with the children. Of these, eight are qualified to level 3 or above, including two staff who hold qualifications at level 4. In addition, three staff hold qualifications at level 2.

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