

Little Deers Day Nursery

Deer Hall, Campden Park, Ringwood Road, Ringwood, Hampshire BH24
4BU



Inspection date	31 January 2019
Previous inspection date	11 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The manager works closely with staff, parents and the committee to continually identify ways to develop the nursery further. All recommendations from the previous inspection have been acted on successfully.
- Children are happy and settled. They develop close attachments with the caring and attentive staff, who get to know the children and families very well. Children behave well and the atmosphere in the nursery is very calm and welcoming.
- Staff use effective methods to observe, monitor and assess children's progress. They use the information well to target teaching effectively. All children, including those who speak English as an additional language, make good progress in their learning.
- Partnerships with parents are strong. Staff work hard to support an ongoing two-way flow of information with parents. For example, home visits, daily chats and the effective use of technology help parents to be fully engaged with their children's care and learning. This supports a consistent approach to meeting children's needs.
- Children have daily access to the well-resourced outdoor learning environment. They have ample opportunity to explore the local New Forest and learn about nature and the world around them.
- Children are confident learners and show curiosity as they explore using their senses. For example, toddlers show delight as they discover the smell and texture of foam. They explore their own ideas, such as what will happen as they rub it onto different surfaces.
- On occasion, staff do not fully challenge and promote the thinking skills of the most able children to help them make the best possible progress.
- Systems to monitor and develop the quality of teaching are not incisive enough to raise standards to an exceptional level.

What the setting needs to do to improve further

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

- enhance teaching to provide further challenge for the most able children
- build on the systems in place to monitor individual staff practice and provide extensive development opportunities to help raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning, during activities inside and outside.
- The inspector spoke with staff, parents and children at convenient times throughout the day.
- The inspector checked how well staff understand how to keep children safe.
- The inspector completed a joint observation with the manager.
- The inspector looked at some records, including children's assessments, staff training certificates, accident and medication reports, and the attendance register.

Inspector

Jacqueline Good

Inspection findings

Effectiveness of leadership and management is good

The manager evaluates the provision well and constantly strives to make improvements. For example, she has introduced a new planning process to take account of the interests of each child. This has had a positive impact on engaging children in their learning. The manager regularly monitors children's learning to check that all children make good progress. Safeguarding is effective. Staff have a good understanding of child protection issues and know the procedure to follow if they have any concerns. Ongoing training keeps staff updated with the latest safeguarding advice and guidance. For example, staff are well versed in how to recognise if children may be exposed to extreme views. Parents are impressed with the individual attention and support the staff give to their children, and comment on the warm and friendly welcome they receive.

Quality of teaching, learning and assessment is good

Staff use children's individual interests well to capture their attention and help them learn. For example, they use dinosaurs, diggers and farm animals to stimulate play and discussion. Staff help children learn about their local community and the forest environment. For example, children learn to negotiate cattle grids, build dens and delight in identifying and listening to the sound of a woodpecker. Staff act as effective role models. They use clear speech and early signs to help children learn new words as they explore different colours of paint. Children and babies develop their physical skills well. For example, older children swing and catch a rope, and enjoy climbing over logs and crates. Children learn mathematical language as they compare different lengths of sticks. Staff observe children as they play, tracking their achievements closely and focusing carefully on their individual needs.

Personal development, behaviour and welfare are good

Staff consistently engage children in meaningful interactions and actively join in their play and games. They reward children with praise and support them to become independent in managing their own personal needs. Staff encourage children to follow appropriate routines, such as regular handwashing. Mealtimes are sociable occasions. Staff talk with the children about healthy eating and promote their good manners. Children are confident and independent. They make choices about their play, and staff fully encourage these choices. For example, young toddlers explore making marks with paint on mirrors and move to exploring the texture of foam with their fingers. Children develop a good understanding of how to keep themselves safe from relevant risks. For example, older children learn not to touch berries and how to behave around horses they may encounter on their regular walks in the 'New Forest'.

Outcomes for children are good

All children make good progress in readiness for their future learning and the move on to school. They have positive attitudes towards learning, and acquire good social skills and skills in language and mathematics. Staff encourage children to count and recognise numbers, and older children learn to read their names. Children show interest and curiosity in all activities. They ask questions and want to find things out. For example, children ask why ice has formed on puddles.

Setting details

Unique reference number	509539
Local authority	Hampshire
Inspection number	10072969
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	26
Number of children on roll	40
Name of registered person	Little Deers Day Nursery Committee
Registered person unique reference number	RP902032
Date of previous inspection	11 April 2016
Telephone number	01425 404167

Little Deers Day Nursery registered in 2001. It is situated in Burley, in Hampshire. The nursery is open from 8am until 6pm on Monday to Friday for 50 weeks a year as it's closed for 2 weeks over the Christmas period. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 10 staff working with the children. Of these, one has a relevant early years qualification at level 6, one at level 4 and the rest have qualifications at level 3.

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