

Pawprints Nursery

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



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| Inspection date | 13 March 2019 |
| Previous inspection date | 10 August 2018 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires improvement | 3 |
| 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 and committee have securely addressed the actions raised at the previous inspection. The committee is supportive of the nursery and has ongoing plans to further develop and improve the quality of the nursery.
- Children enjoy their time at the nursery. They enthusiastically greet the staff and their friends on arrival. Children settle quickly. They seek out staff for comfort and reassurance and to share their thoughts and ideas. Staff build strong bonds with the children and support their emotional well-being effectively.
- Staff provide an exciting and stimulating learning environment. There is a wide variety of resources to support children's learning. Children can choose what to play with and where to play. This effectively supports their independent decision-making skills.
- Staff know the children well. They know what interests them and use this knowledge to support children's learning well. For example, children who like football enjoy looking at football magazines the staff provide. This helps to support their early reading skills.
- Parents report they are very happy with the service the nursery provides. They say staff communicate with them effectively to ensure they are fully informed about their children's time at the nursery.
- At times, ideas for targeted support are not precisely planned to support children's next steps in their learning effectively.
- Occasionally, children have to wait for staff to find resources and prepare activities. This does not make the most of children's time to play and learn in the nursery.

What the setting needs to do to improve further

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

- sharply focus plans to ensure that targeted support effectively helps children to make even further progress in their next steps and learning
- review and improve the daily routines and minimise the time children wait for activities and resources, to help them engage fully at all times.

Inspection activities

- The inspector observed the staff and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector completed a joint observation with the manager. She held discussions with the manager in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and suitability checks.
- The inspector spoke to parents and committee members available on the day of inspection and took note of their views.
- The inspector viewed all areas of the building and outdoor areas used for the care of children.

Inspector
Emma Dean

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff know what actions to take if they have any concerns about children's welfare. The manager ensures staff keep their knowledge current, for example by attending training courses. Staff recruitment and ongoing supervision are effective. Staff make the most of continual professional development opportunities to make improvements to the nursery. For instance, the introduction of loose part resources has had a positive impact on levels of children's engagement in their play. The manager and staff team reflect on changes they make in the nursery. They effectively evaluate the impact any changes make to children's outcomes. Staff build good partnerships with parents and other settings children attend. This supports consistency in children's care and learning.

Quality of teaching, learning and assessment is good

From the outset of their children's time in the nursery, parents are involved in their children's learning. For example, staff ask parents what children can already do at home before they start. Staff make regular observations of what children can do in the nursery. They use this information to discuss with parents what children's next steps in their learning might be. For example, staff support children to develop spoken communication skills by introducing new words as they play and repeating back clearly what children say. For instance, babies and young children learn the names of farm animals as they search for them hidden in shredded paper. Staff support older children to develop their early mathematics skills, for example through counting animals in groups and matching them to numbers. The manager effectively monitors the progress different groups of children make in their learning to ensure all children have the same opportunities to learn during their time at the nursery.

Personal development, behaviour and welfare are good

Staff are positive role models for children, who behave well. Children have ample opportunities to play and learn outdoors. For example, they relish the chance to climb on a fallen tree and explore the tree roots. Children enthusiastically play energetic ball games with staff. This supports them to develop a positive attitude to an active lifestyle. Staff encourage children to try a range of nutritious meals and snacks. They support children to understand the importance of good hygiene, for example by washing their hands before eating. This helps promote children's physical development well. Children enjoy a variety of visits to the local area, such as going for nature walks and on trips to the play park. This helps them learn about the wider world.

Outcomes for children are good

Children learn to use good manners and develop positive social skills as they play with their friends. They understand simple rules, such as 'walking feet' indoors. Children are independent and self-motivated learners. They enjoy learning about simple scientific concepts, for example when they investigate floating and sinking objects in water. Children develop good imaginative skills. For instance, they role play shop keepers with staff. Children all make good progress from their starting points and are ready to move on to school when the time comes.

Setting details

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| Unique reference number | 109976 |
| Local authority | Hampshire |
| Inspection number | 10068449 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 47 |
| Number of children on roll | 30 |
| Name of registered person | Pawprints Nursery Committee |
| Registered person unique reference number | RP911356 |
| Date of previous inspection | 10 August 2018 |
| 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 10 staff work with the children. Of these, nine hold early years qualifications. Funding is accepted for the provision of early education for children aged two, three and four years.

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