

Seahawk Under Fives

201 St. Nicholas Avenue, Gosport PO13 9RJ



Inspection date	8 May 2019
Previous inspection date	23 January 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 provider and the new manager have worked hard since the last inspection to address all issues. They have made significant improvements to raise the overall quality of the provision. The manager invites constructive contributions from her staff team. Staff are quick to share their views about how to bring about positive change.
- Staff implement a range of good strategies to help children develop their physical skills. They enthusiastically model activities, such as when they show children how to hit a target with a ball. Children successfully practise launching the ball for themselves.
- Staff are intuitive and they respond well to the needs of children. They eagerly engage children in conversation. Staff encourage children to discuss their home lives. Children develop good language skills.
- Staff use a range of methods to teach children about different cultures. Children gain a good understanding of the wider world. They discuss places that family members visit for work and holidays. Staff educate children about different customs and beliefs. They help children to better understand the lives of others.
- Staff do not clearly communicate information with all parents about children's next steps of learning. Parents are not always sure how to continue to build on children's knowledge at home.
- Staff do not consistently encourage children to make their own decisions about how to enhance their creative play.

What the setting needs to do to improve further

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

- strengthen systems to share details of children's next steps of learning with parents, so they can continue teaching children new skills at home
- support children to make as many choices as possible about how to enhance their creative play, to further develop their independence.

Inspection activities

- The inspector talked to parents about the methods staff use to communicate about children's learning and development.
- The inspector spoke to staff at appropriate times during the inspection about their understanding of safeguarding.
- The inspector accessed children's individual assessment information to understand the progress children have made.
- The inspector observed teaching across the setting and she spoke to the manager about a planned activity.
- The inspector held a leadership and management meeting with the manager to discuss the quality of the provision.

Inspector

Julie Bruce

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The lead safeguarding practitioner checks staff's knowledge of child protection thoroughly. She demonstrates this when she asks individual staff relevant questions that relate to different safeguarding scenarios. Staff access regular training to develop their knowledge of safeguarding. They are alert to any issues that indicate children are at risk of harm. They have a secure knowledge of how to raise concerns about children's safety. The staff team has improved links with other agencies that work with children. It liaises with health professionals and the social care team to offer children a joined-up approach to care. The provider implements effective procedures to supervise all staff. For instance, all staff, including managers, complete a thorough induction period. Staff now have a secure understanding of their roles and responsibilities. There is always a named deputy on site when the manager is unavailable.

Quality of teaching, learning and assessment is good

Staff successfully incorporate children's individual interests into daily activities to motivate children to learn. They encourage children to use mathematics throughout the day. For example, staff encourage older children to compare the size of different containers. They prompt younger children to count puzzle links. All children recognise shapes in their own environment. The manager has developed the effectiveness of the planning system to improve her practice. For instance, she recently consulted the local authority adviser to seek her advice. The manager monitors activities to check that staff include a broad range of learning opportunities. The manager moderates assessments to check that children's progress is recorded accurately and takes into account any areas of weakness.

Personal development, behaviour and welfare are good

Staff use skilful methods to teach young children how to stay safe, such as when they draw children's attention to obstructions on the floor of the play area. Children quickly remove these to minimise risk to friends. Recently, staff developed their knowledge of how to support children that display challenging behaviour. They use consistently good techniques to encourage positive interactions between children. Staff teach children a sense of responsibility, such as when they encourage children to sweep the garden area. Children carefully make the most of the space available to them as they manoeuvre the brush into small gaps to help tidy up. Staff speak to parents about children's daily care. Parents are quick to share any worries about children, such as when children are getting poor-quality sleep. Staff offer advice about how to address any ongoing issues.

Outcomes for children are good

Children of all ages confidently name a range of different colours. They use small tools proficiently, such as when they use utensils to carefully transport different materials. Children from a range of different backgrounds make good progress from their own individual starting points. They are well prepared for the next stage of their learning.

Setting details

Unique reference number	EY546951
Local authority	Hampshire
Inspection number	10094801
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	11
Number of children on roll	12
Name of registered person	Naval Under Fives (Eastern Area) Committee
Registered person unique reference number	RP519689
Date of previous inspection	23 January 2019
Telephone number	077 7315 4762

Seahawk Under Fives registered in 2017. The setting operates from a converted house in Gosport. It is open Monday to Friday from 9am to 3pm, during term time. There are three members of staff who have early years qualifications at level 3. The setting is in receipt of funding for the provision of early years education for children age three and four years.

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