

Glenhurst Nursery & Pre-School

Glenhurst School, 16 Beechworth Road, Havant, Hampshire PO9 1AX



Inspection date	29 May 2019
Previous inspection date	12 June 2015

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

- Leaders and staff recognise and support the individual developmental needs of children very well. They work extremely closely with local inclusion services to support children with special educational needs and/or disabilities. All children make good progress from their starting points, regardless of their circumstances.
- Children are very happy, settled and secure. They build strong bonds with staff, who are caring and supportive of their individual needs. Children develop positive attitudes towards learning and are willing to give things a go.
- Leaders create a highly inclusive setting and cater sensitively to the differing needs of the children and their families. Parents feel very included in their children's learning and experiences. Staff regularly share children's next steps in learning and provide extensive feedback and support for further learning at home.
- The garden is spacious and very well resourced, with exciting opportunities for children to explore and discover as well as engage in physical play and exercise.
- Staff assess children's development accurately and leaders monitor the overall progress of groups of children closely. They quickly identify potential gaps in learning and offer further support, making improvements to help maintain children's good developmental outcomes.
- The thorough systems in place for monitoring and developing staff practice are not yet fully embedded to raise practice to the very highest level.
- Occasionally, staff overly direct children's play and do not ask questions fully effectively to encourage them to think and develop their own ideas.

What the setting needs to do to improve further

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

- fully embed systems for monitoring and developing staff practice to help achieve the highest quality
- enhance the use of questioning to give children more consistent opportunities to think and develop their own ideas.

Inspection activities

- The inspector observed teaching practice and the impact this has on children's learning.
- The inspector held discussions with the directors, staff, parents and children.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector discussed children's play, learning and progress with the directors.

Inspector
Ben Parsons

Inspection findings

Effectiveness of leadership and management is good

The directors of the nursery are highly ambitious and dedicated in raising standards. Together with the manager, they reflect closely on children's outcomes and experiences, and have made continuous improvements since taking over the nursery in 2016. They have recently focused on planning and introduced innovative new planning boards, to help key persons focus precisely on children's individual interests and next steps. Leaders have also greatly developed the outdoor area, adding exciting open-ended and imaginary play areas. Leaders give staff's professional development and training high priority and staff benefit from a variety of experiences. After recent training, staff have developed their support for babies, and now understand weaning, sleep routines and early diets in much more depth. Safeguarding is effective. There are thorough systems in place. Leaders and staff have a good knowledge of safeguarding issues and have an up-to-date understanding of how to identify and deal with any child protection concerns.

Quality of teaching, learning and assessment is good

Staff maintain extensive records of children's development and use detailed termly learning summaries to monitor progress precisely. They provide a stimulating environment, indoors and outside, that successfully engages and motivates children in learning. Staff support young children's sensory and messy play very well and children delight in exploring water and sand with their hands. They show increasing control as they empty and fill pots with water and show fascination as they watch staff blow bubbles in the wind. Staff support older children's creativity well and children enjoy painting pictures and decorating boxes. They show good control over paintbrushes and give good detail to their marks, proudly telling staff what they have done.

Personal development, behaviour and welfare are good

Staff support children's healthy lifestyles very well and regularly talk to children about the benefits of healthy eating and exercise. Children confidently talk about vegetables having 'vitamins' to help them 'grow big and strong'. Children enjoy regular outdoor play and physical activities. They develop strong balance and coordination as they complete challenging obstacle courses and show a good awareness of safety as they carefully climb trees and use tyre swings. Children are kind, considerate and sociable and make good friendships, playing together happily. For example, younger children excitedly take turns splashing each other with water and giggle with delight as they wait for their turn.

Outcomes for children are good

Children are inquisitive and quickly gain the skills needed for future learning and school. Children of all ages communicate their needs well and those with speech delay catch up well with their communication. Younger children learn and use new words quickly and explore their environment with great confidence. They enjoy singing and joining in with interactive story books. Older children explore mathematics confidently through play, for example when counting and comparing the weight of toy animals. Funded children progress well and any gaps in their development are swiftly identified and close quickly.

Setting details

Unique reference number	EY233222
Local authority	Hampshire
Inspection number	10106268
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 - 8
Total number of places	80
Number of children on roll	76
Name of registered person	Glenhurst School Limited
Registered person unique reference number	RP520725
Date of previous inspection	12 June 2015
Telephone number	02392 484054

Glenhurst Nursery & Pre-School registered in 1999 and changed ownership in 2016. It operates from a house and a separate self-contained outbuilding in Havant, Hampshire. The setting is open from 7.45am to 6pm for 50 weeks of the year. There is a breakfast club from 7.45am until 8.30am and an after-school club from 3.15pm until 6pm. There is also a holiday club for older children. The setting receives funding to provide free early education for children aged two, three, and four years. There are 12 staff, 11 of whom hold relevant early years qualifications ranging from level 3 to qualified teacher status.

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