

Inspection of Alverbridge Nursery

80 South Street, Gosport, Hampshire PO12 1ES

Inspection date:

5 November 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The exceptionally well-qualified and experienced team of childcare professionals successfully fulfils the highest of expectations for all children. It creates a vibrant, inspiring environment, indoors and outdoors and expertly plans a curriculum that ignites children's curiosity and thirst for learning. Children settle very quickly, and they are extremely happy at the nursery. They gain an excellent sense of personal responsibility. For example, after reading a story about an orangutan and realising the impact of de-forestation on the environment, they created a successful campaign with staff to highlight this to others. Children learn that their views matter and are acted on, as they place tokens in a pot to vote for next week's snack choice. They learn about their place in the community, for example they visit a care home for older people and play alongside the residents as they draw pictures together. Children persevere and show great determination to succeed at tasks. They behave exceptionally well and develop firm friendships with each other. Staff develop highly effective and extremely well-thought-out strategies to help engage and involve parents in their child's learning at home. For example, they extend bespoke support, such as home visits, for children who are unable to attend the nursery for a period of time, to ensure they do not fall behind in their learning.

What does the early years setting do well and what does it need to do better?

- Leaders set ambitious goals and staff demonstrate a drive and passion for their work. Self-evaluation is highly accurate and focuses sharply on continually improving outcomes for the children. Leaders and staff make excellent use of additional funding to successfully support individual children's learning. Gaps in children's attainment close rapidly, including for children with special educational needs and/or disabilities, in readiness for school.
- Team morale is high. Leaders place exceptional attention on supporting staff's emotional well-being, including managing their workload. For example, staff mental health first aiders have recently enhanced the staff room as part of their work in appreciating and valuing staff. Staff benefit from highly constructive feedback on their teaching and access ongoing professional development that effectively supports their teaching to the highest level.
- Leaders share their thirst and their expertise for learning through productive partnerships with other local settings and professionals. For example, they promote open days where they showcase their curriculum for supporting children's learning outside, such as through a learning walk of their vibrant outdoor provision. Managers share their leadership qualities with others as they become professional mentors to settings in need of further support.
- Staff's attention to promoting children's resilience is exemplary. Children, including those who have parents posted away in the forces or who experience social anxiety, benefit from a sensitive programme of activities that fosters their

emotional well-being very successfully. Children quickly excel in confidence and show high levels of tolerance and acceptance of others.

- Children become highly effective communicators. Babies join in with favourite songs animatedly. They squeal with delight and clap along to the rhythm and rhyme of the music. Older children read simple words, write their own name and solve simple mathematical problems with great aptitude. They creatively decorate diva lamps and talk about traditional celebrations.
- Staff are inspirational teachers and have exceptional knowledge of their key children. They meticulously assess what children know and can do, and plan precisely for their next steps in learning. Staff actively implement new ideas that build on children's interest, to improve outcomes further for children. For example, children enjoy toasting marshmallows over a barbeque, after playing in the pretend campground.
- Throughout the nursery, staff act as excellent role models. Babies enjoy warm and secure emotional attachments to staff, who are kind, caring and highly responsive to their needs. Staff create challenging opportunities for children to take risks safely, such as sensitively modelling how to balance and negotiate an obstacle course when a younger child shows they are not sure. Staff promote children's understanding of online safety, such as through responsible use of media and devices.
- Staff maximise opportunities to promote children's understanding of healthy living, through eating well and risk taking in the innovative outside area. Children enjoy nutritious and healthy meals and snacks. They develop excellent levels of independence and learn how to tend to their self-care needs from an early age.

Safeguarding

The arrangements for safeguarding are effective.

Staff intervene swiftly when they have a concern about a child. They robustly ensure children's safety, showing an excellent knowledge of routes of referral. Exceptional attention is given to working with agencies to promote children's welfare. Staff promote positive links with a range of community groups, such as a local support service to support new parents. The team works vigilantly to ensure spaces are safe for children to play in. Staff diligently supervise children and take effective steps to review all risk assessments, should any accidents occur. Managers follow robust recruitment procedures to ensure the suitability of all staff. Staff are clear on what to do if they have a concern about the behaviour of another adult.

Setting details

Unique reference number	EY554575
Local authority	Hampshire
Inspection number	10126790
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	0 to 4
Total number of places	62
Number of children on roll	117
Name of registered person	Alverbridge Nursery
Registered person unique reference number	RP527224
Telephone number	02392528808
Date of previous inspection	Not applicable

Information about this early years setting

Alverbridge Nursery registered in 2016. It is situated in purpose-built premises, near to Gosport town centre. The nursery opens from 7.30am to 6pm, for 51 weeks of the year. The nursery employs 21 staff. Of these, 19 hold appropriate early years qualifications at level 3 or above, including four staff with level 4, an additional four staff with level 5 and one member of staff with level 6. The nursery receives free early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Melissa Cox

Inspection activities

- The manager and the inspector conducted a learning walk of the nursery to discuss the intent of the activities and how staff plan the learning spaces.
- The inspector spoke to staff, parents and children and considered the written views of parents.
- The inspector held a meeting with the leadership team, including the managers and senior staff, to discuss the setting's priorities.
- The inspector sampled a range of documentation, including staff's suitability checks, the complaints record and the accidents records.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019