

Inspection of The Nursery School

60/61 Bath Road, EMSWORTH, Hampshire PO10 7ES

Inspection date: 20 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at the setting. They show they feel secure as they confidently find their name card and hang it on their peg when they arrive. Children new to the setting are closely supported by the nurturing staff. Children behave well. They are learning to control their emotions and feelings as they take turns during activities. Children show delight in exploring the garden where they develop good physical skills and coordination. They develop strong muscles as they dig for treasure in the sand and squeeze triggers to spray water from bottles.

Children are highly motivated to learn and enjoy the interesting and challenging curriculum staff provide. For instance, as part of 'Road Safety Week' children drew and coloured pictures of traffic lights. Staff extended children's learning as they did so, by explaining that 'amber is another word for the colour orange'. Children counted the three circles and eagerly explained that the different colours meant 'stop, get ready, and go'. Overall, staff support children's learning very well. All children, including those with delays in their development, receive targeted support and make good progress, particularly in their social, communication and language skills. Additional funding is used effectively to help support those who need it most, for example to provide periods of one-to-one support for specific children.

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

- The two managers and the staff have high expectations for children. They show a strong commitment to providing a safe and inclusive environment for children to play and learn. They get to know the children and families very well. This helps them to provide specific support to best meet the emotional and learning needs of the children. Parents speak very highly of the staff and say they value the support that they and their children receive.
- The enthusiastic managers continuously evaluate the quality of the provision and look for ways to develop further. For example, they have made good improvements to the book area to help promote literacy. Staff foster children's love of books and rhyme through stories and songs. Some children are beginning to show an interest in writing their names. However, staff do not always model the use of letters and the sounds they represent to support children's literacy skills to the highest level. Staff have many opportunities to discuss the needs of their key children and to complete training. They say they feel well supported.
- Staff use knowledge gained through training successfully to help raise the quality of teaching, such as for communication and language. Staff interact purposefully, matching their level of interaction to the level of understanding of each child. For example, during snack time, staff explained to some children that 'this is a knife' and went on to show how to use it. They encouraged more-able

children to use their wide vocabulary and describe the flavours of the toppings they had spread on their toast.

- Staff place a strong focus on helping children to explore and learn about their immediate community. For example, to help children learn about harvest festival and how some people celebrate the event, staff took them to a church. Staff responded to the children's questions and their natural curiosity about the church, and returned on another day. This enabled children to explore further and deepen their understanding as they looked in different areas than on their previous visit. Staff are looking for places of worship of different faiths to visit to broaden children's understanding of the wider world.
- Children develop good levels of independence and self-care skills. They show a willingness to carry out daily tasks independently, such as placing their food wrappings in the bin after eating lunch. Overall, staff teach children to think and consider hazards and how to keep themselves safe, particularly when outdoors. For instance, children learn how to cross roads safely when out walking in the community. In the garden, children gauge the risks and work out how to use the rope swing safely. However, staff do not consistently help children to be more involved in keeping the indoor environment tidy and safe, for example, by encouraging them to return resources before moving to another activity and to pick up their coats from the floor.

Safeguarding

The arrangements for safeguarding are effective.

The managers follow robust recruitment procedures to ensure staff are suitable to work with children. They provide induction and supervision processes to make sure staff continue to be suitable and understand their roles and responsibilities. All staff attend regular training to help them keep up to date with current safeguarding requirements and statutory duties. Staff have a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. They know how and when to report any concerns to relevant agencies. This promotes children's safety and well-being. There is a clear procedure in place for the collection of children, and staff follow this rigorously.

What does the setting need to do to improve?

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

- strengthen staff's understanding and skills in teaching letters and the sounds they represent, to extend children's literacy skills even further
- support children to take more responsibility for their environment and the resources they use, to help them build further on their sense of responsibility and safety.

Setting details

Unique reference number	109670
Local authority	Hampshire
Inspection number	10128649
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Oakley, Julia
Registered person unique reference number	RP511867
Telephone number	07776 320608
Date of previous inspection	4 December 2015

Information about this early years setting

The Nursery School opened in 1962 and registered in 1993. It is located in Emsworth, Hampshire. The setting is open during term time, from 8.40am to 2.40pm on Monday, Wednesday and Thursday, and from 8.40am to 1.10pm on Tuesday and Friday. There are six members of staff employed to work with children. Of these, one holds early years professional status, and three others hold qualifications at level 3 and above. The setting receives funding for the free education of children aged two, three and four years.

Information about this inspection

Inspector

Jacqueline Munden

Inspection activities

- The inspector spoke to parents, children and staff throughout the inspection at appropriate times to gather their views on the setting.
- One of the managers and the inspector completed a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector observed children and staff taking part in a range of activities indoors and outdoors, and completed a joint observation of practice with one of the managers.
- The inspector assessed how well the managers and staff understand and implement policies, and how they monitor children's learning.
- A selection of documents relating to children's progress and to staff's suitability, including evidence of suitability checks, were reviewed by the inspector.

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.

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