

Inspection of The Haven

The Salvation Army, Lake Road, Portsmouth PO1 4HA

Inspection date: 21 January 2020

| | |
|------------------------------|-------------|
| 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 clearly show they feel safe and happy at The Haven. They settle in quickly to explore, play and learn. Children form strong bonds with their key person. Children seek out their familiar adults for comfort. They enthusiastically share their discoveries and achievements with the staff. Children obviously enjoy spending time with the attentive and caring staff.

All children have the same chances, experiences and opportunities at the nursery. They enjoy a good range of activities, such as role playing shops and taking part in lively singing sessions. Children are confident and independent. They collect their own plates and cutlery for meals, self-serve their own drinks and tidy away at the end of the meal. Children enjoy helping to weigh and measure ingredients to make pizzas and gingerbread men, which they take home to share with their families. Children are purposeful learners. They happily follow requests and instructions and display positive attitudes to each other and their learning. However, at times, children wait unnecessarily for staff before they can go outdoors or complete activities. The time children spend in the nursery is not always effectively used. Staff, on occasions, do not fully support and extend children's learning to the highest levels.

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

- Staff know what their key children like to play with and how they like to learn. They use this knowledge to plan engaging activities to help children develop and achieve the next steps in their learning. Older children enjoy making shopping lists and using scissors in the role-play shop. This supports their early writing skills well. Younger children watch cars and buses from the window. Staff enthusiastically chat to them about the traffic they can see and help children to learn new words. Staff support children's interests and fascinations well.
- Children enjoy playing in the inviting indoor learning environments that staff provide. They take part in weekly cooking activities, engaging story times and outings to the local area. Children learn about the diversity of the wider world and share celebrations together. Staff clearly model good manners for children. They have high expectations for positive behaviour and children behave well.
- Staff support children to make choices and decisions. They ask children what they would like to drink and which snacks they would like to eat. However, at times, staff do not support children's learning fully. They do not make the most of learning opportunities that arise as children play.
- Staff help children to form friendships across the nursery. All children enjoy playing together in the inviting rooftop outdoor space. However, organisation of daily routines means that, at times, children do not spend as much time in the fresh air as they could. Occasionally, staff leave children to sit and wait while

they collect resources before completing activities. Staff do not always make the best possible use of children's learning time in the nursery.

- Staff use additional funding effectively to help close gaps in children's learning and life experiences. Children learning English as an additional language and those children with special educational needs and/or disabilities are supported effectively to make good progress in their learning and development.
- Parents report that staff keep them very well informed of what their children do at the nursery. Staff work well with other professionals involved with children. This ensures very high levels of consistency in children's care and learning.
- The manager has a secure understanding of the staff team and their needs. She regularly monitors the quality of staff practice to help her identify where staff need additional support or further training. Staff report their well-being and welfare is considered and that the manager is very supportive. Staff morale is high and they enjoy their roles within the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular training and take part in monthly staff discussions about safeguarding. They understand their role in keeping children safe at all times. Staff know the procedures to follow if they have any concerns about children, their parents or another member of staff. Recruitment procedures are robust. The manager regularly checks staff are suitable to work with children. Staff make effective use of risk assessments. This helps them to identify and minimise any hazards in the learning environments to ensure they are safe for children to play and learn in.

What does the setting need to do to improve?

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

- review organisation of daily routines to make the most of children's learning time in the nursery
- help staff to develop the quality of their teaching further to ensure all children acquire the skills they need to move on to the next stage in their education.

Setting details

| | |
|--|---|
| Unique reference number | EY487010 |
| Local authority | Portsmouth |
| Inspection number | 10128644 |
| 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 to 4 |
| Total number of places | 47 |
| Number of children on roll | 67 |
| Name of registered person | Salvation Army Trustee Company (The) |
| Registered person unique reference number | RP903315 |
| Telephone number | 02392 890 957 |
| Date of previous inspection | 7 June 2016 |

Information about this early years setting

The Haven registered in 2015. The provision operates from a Salvation Army community centre in Portsmouth, Hampshire. The nursery is open Monday to Friday, from 8am until 6pm, throughout the year. There are 14 members of staff working with the children. 11 members of staff are qualified to level 3 and above. The provision receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- The manager took the inspector on a learning walk and explained how the early years provision is organised.
- The inspector and manager completed joint observations of staff and children's interactions.
- The inspector spoke to children, staff and parents at suitable times during the inspection.
- A meeting was held between the inspector and manager.
- The inspector sampled documentation, including evidence of staff suitability checks and children's 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 2020