

Inspection of Robin Nursery School

Sway Youth Centre, Station Road, Sway, Lymington, Hampshire SO41 6AB

Inspection date: 24 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children benefit from strong relationships with staff, who suitably nurture their emotional well-being. Families receive a warm welcome on arrival and children settle quickly, including those who are new to the nursery. However, staff's expectations of children are not high enough. At times, children do not benefit sufficiently from precisely targeted and well-informed teaching that builds successfully on what they need to learn next. In addition, staff do not deploy themselves effectively to ensure that they are on hand to make the most of opportunities to support children's learning and supervise them well. Younger children wander around without sufficient attention from staff. Older groups of boys lack challenge in their learning and do not sustain their concentration as well as they could. Despite these weaknesses, children enjoy making choices about what they want to play with. They access an interesting range of resources and follow their own ideas. Children behave well. They show kindness to their friends and manage their feelings well, although they become distracted easily when faced with difficult tasks. Staff provide good opportunities for children to learn about their place in the community. For example, children enjoy visiting a local train station. They show good imagination as they build houses out of blocks, recreating what they have seen when they visited a nearby construction site.

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

- The committee lacks a well-informed oversight of the provision. Self-evaluation does not extend to accurately identifying aspects of weaker practice or supporting staff to deliver an effective curriculum. Current weaknesses, including those related to staff deployment and support for children's individual learning needs, impact on children's overall good progress.
- Systems for monitoring staff performance have only just been reviewed by the committee. It has not had sufficient time to embed these new systems in order to ensure that staff, including the manager, fulfil their roles to a high standard. Despite this, staff are developing as a team. They report favourably on a manageable workload and welcome further training and support for their professional development.
- Children have daily opportunities to play outside. They demonstrate good physical skills as they expertly ride on bikes along the roads they have drawn in chalk. Children learn about foods that are healthy for them and develop their independence. However, weaknesses in staff deployment mean that at times children are not well supervised outside as they play. Young children slip off chairs at snack time, despite a number of staff being present, as staff are not sufficiently vigilant in ensuring children's safety.
- Staff do not successfully implement a coherent curriculum that focuses specifically enough on helping children work towards their next steps in learning.

They fail to use their interactions purposefully, for example to check children's understanding and to provide further support or challenge. Older groups of boys, young two-year-olds and children who require extra support for their communication make some gains in their learning. However, this is not rapid enough to ensure they have securely gained the skills they need for their move to the next stage in their education.

- Despite variable support for children's learning, at times, staff provide activities that captivate and engage children's attention. For example, during an animated story time, staff make good use of rhyme and repetition to extend children's vocabulary. Children confidently take on character roles in the story. They eagerly chant along to familiar phrases and entertain their friends as they triumphantly defeat the big bad wolf.
- Partnerships with parents and carers are positive. They report on the good support staff provide in order to meet children's specific needs. Parents and carers share that opportunities such as a daily handover and parents' evenings are a useful way of finding out how their children are progressing. Staff make use of professionals' recommendations when supporting children who require additional support for their emotional well-being, in order to understand and meet their individual needs successfully.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the procedures to follow if they have a concern about a child. They share concerns they have about children in a timely way, including non-attendance, and take action as required. The designated safeguarding lead works in effective partnership with other professionals and agencies to ensure children's welfare and safety. The committee follows suitable procedures for the recruitment of staff to ensure their suitability to work with children. Staff risk assess the premises and take adequate steps to ensure the spaces in this community building, and the resources children access, are secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the deployment of staff is effective and that children are in sight of staff and appropriately supervised, so that children's safety is assured	28/02/2020

review and develop the supervision process to more sharply focus on staff's practice, to identify and provide coaching, mentoring and training to improve the quality of teaching	28/02/2020
improve the levels of staff interaction to a consistently good quality to provide effective support for children's speaking and listening skills	30/04/2020
deliver learning experiences that consistently motivate children to learn and that provide good levels of challenge and support for all children, including the youngest, those children who require further support with their speaking and older groups of boys.	30/04/2020

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

- ensure that all committee members have a secure understanding of their roles and responsibilities and that they provide effective support for staff and hold them to account for the quality of care and education.

Setting details

Unique reference number	151103
Local authority	Hampshire
Inspection number	10143968
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	26
Name of registered person	Robin Nursery School Committee
Registered person unique reference number	RP909392
Telephone number	01590 683440
Date of previous inspection	18 June 2015

Information about this early years setting

Robin Nursery School registered in 2001. It operates from a community building in Sway, close to Lymington. The nursery offers a breakfast club from 8am until 9am. Sessions run from 9am until 4pm Monday to Friday during term time. There are seven members of staff, five of whom hold qualifications at level 3 and above. The nursery provides funded education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melissa Cox

Inspection activities

- The inspector conducted a tour of the nursery with the manager and deputy manager. She discussed how they plan for children's learning needs with the manager, deputy and staff during a learning walk.
- The inspector carried out a joint observation with the manager. They held discussions around the quality of education and staff development.
- The inspector held separate meetings with a representative from the committee and the manager.
- The inspector spoke to parents, carers and children to obtain their views.
- The inspector reviewed relevant documents, such the safeguarding records and evidence of suitability checks for staff.

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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