

# Inspection of Cherryharbour Nursery

Childs Play, Hayling Island PO11 9DD

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Inspection date: 6 February 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff provide a safe and welcoming environment for children. There is a positive atmosphere across the setting. Children separate happily and easily from their parents and carers. Parents share key information with staff about the youngest children and discuss their individual routines for the day ahead. Older children find their friends and quickly engage in play. Staff teach children to understand what makes them unique and to celebrate each other's differences. For example, children taste new food and use chopsticks when learning about Chinese New Year. Staff teach children to begin to understand their emotions and the impact they have on others. For example, younger children have simple wooden resources and older children use cushions with different emotions.

Staff have high expectations for every child. They promptly remind children of the rules in the setting when they have briefly forgotten. Younger children are highly inquisitive and staff respond well to them. For example, staff explain what they can see when they look at themselves in the mirror. Staff teach children how to assess risks for themselves. For example, older children wear high-visibility jackets and use risk assessments to check the outdoors is safe before children can use it.

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

- The organisation is very supportive to its leaders and staff. The new manager is enthusiastic and has an ambitious vision for the setting. She understands the strengths and areas for development of the setting and already has plans in place to address them to improve outcomes for children.
- The manager monitors and supports staff well-being. She understands the pressures and demands of the work. The manager gives regular supervision to all staff, which focuses on the needs of the children and the staff's own personal development. Staff feel valued and work together well as part of the team.
- The manager has a good oversight of the curriculum and gaps in attainment are identified and acted upon swiftly. She uses additional funding well. Staff consider the individual needs of the child and identify support that can help them to reach their goals more quickly. For example, additional 'letters and sounds' resources are used to support children with speech and language delays. All children, including those who attract additional funding, are making progress.
- Partnerships with parents are good. The manager gives parents an opportunity to feed back to the setting and takes their views into account. Parents are provided with an online system, so they can see where their child is in their learning and development. Parents state their children are happy attending the setting and they know the key person. Staff give parents information about online safety to help them to support their own child at home when accessing technology.

- Overall, children display positive attitudes to learning. However, the routine of the day for older children does not allow them to become engrossed in their play. They are not always able to build on what they already know and lead their own learning. For example, children work together to build a plank, gather blocks and think how to lay the best path, when they are interrupted to do another activity.
- Staff are highly responsive to the youngest children. They know how children learn and develop and are quick to engage them in activities that follow their interests and next steps. For example, children delight in splashing and pouring water in an activity set up for them, as the staff know the children like to play in water. Staff teach the youngest children how to become independent very well. However, this is not consistent for older children. For instance, children's food is served to them on a plate and children must ask an adult to go with them to use the toilet. This does not support all children to prepare for the next stage of their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff are aware of their responsibilities to keep children safe. They know the signs and symptoms that may indicate a child is at risk of harm. This includes the wider aspects of safeguarding, including the 'Prevent' duty. The manager ensures that staff attend regular safeguarding training and checks their knowledge and understanding about what they have learned. For example, she uses questionnaires and scenarios to test their decision-making skills. Staff are aware of what they must inform the manager about that may affect their suitability to work with children.

## **What does the setting need to do to improve?**

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

- review the routine of the day to allow children the time to become engrossed in their play and to lead their own learning and development
- encourage staff to promote children's independence to help them to prepare for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY553042
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10130875
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	43
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Nursery Rhymes (H.I.) Ltd
<b>Registered person unique reference number</b>	RP527265
<b>Telephone number</b>	02392462608
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The setting was registered in 2017. It is situated in Hayling Island, Hampshire. It operates every day from 7.30am until 6pm all year round, except bank holidays and one week at Christmas. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 10 members of staff, nine of whom hold an appropriate early years qualification.

## Information about this inspection

### Inspector

Jayne Godden

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- A joint observation was carried out by the inspector with the manager in both rooms of the setting, to assess how well leaders monitor the quality of teaching.
- The inspector assessed how well leaders and staff understand and implement policies, and how they monitor children's learning.
- Discussions were held by the inspector with parents, staff and children during the inspection and their views were taken into account.

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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