

Inspection of Start Point Northam

Kent Street, Northam, Southampton, Hampshire SO14 5SP

Inspection date: 26 February 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

Staff have high ambitions for children from a diverse range of backgrounds. Children, including those who speak English as an additional language, make good progress in all aspects of their learning and development. Staff help children to understand the term 'family'. For instance, children bring in pictures of immediate and extended family to display on the photo board. Staff use pictures of familiar people to start discussions and to teach children about the differences and similarities between themselves and friends.

Children are excited to learn more about nature and to explore their surroundings. For instance, they hunted for different bugs in the 'bug hotel'. Children used equipment correctly when they held up large magnifying glasses towards their faces. They focused for long periods of time as they carefully searched the garden for insects. Children were vocal during the activity as they eagerly announced the discovery of particular creatures they had been hunting for.

Staff adopt a caring approach towards all children. They offer the youngest children plenty of emotional support, and this means that children relax quickly into play. Older children show that they feel secure as they excitedly talk to their key person about an array of different topics. Staff teach children how to regulate their own bodies. For example, they showed children how to breathe correctly so that they relaxed after play.

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

- Children are happy to experiment and test out theories. For example, they guessed how the colour of their pancakes would change if they added food colouring. If children did make an incorrect guess, they displayed good levels of self-confidence and guessed again.
- Key persons know individual children in their groups very well. They plan activities that they know children will enjoy and offer them chances to explore. For example, staff use a choice book to support children with communication difficulties. Children who do struggle to speak can identify toys they want to play with.
- Staff build strong links with parents. They welcome parents into the nursery to discuss assessments of children's progress. Staff have increased methods to further involve parents in children's learning. Now, they send home more details about activities parents can complete with children. All children benefit from the collaborative learning approach.
- Staff recognise the importance of helping children to keep their bodies healthy. They teach children about good oral health. Children learn how to clean their teeth thoroughly to reduce the risk of cavities. Staff provide good advice to

parents about the nutritional values of food, such as when they educate parents about foods with a high sugar content. Staff have noticed an improvement in the quality of food that children are eating.

- Leaders provide staff with access to a range of training opportunities. They also attend regular professional development days alongside their colleagues. Staff share information to develop their professional skills and to increase their knowledge of early years topics.
- Children are respectful and kind. Younger children are impressed by the achievements of older friends and they happily sit next to them to complete their own work.
- Children fully engage in drawing and writing activities. For instance, they carefully designed pictures of princesses and precisely illustrated facial features. Children were animated as they described the pictures they had drawn. Younger children drew shapes and lines. Children displayed pride as they showed their finished pictures to staff.
- Communication between the staff team is strong. Staff let colleagues know their movements so others can step in to provide additional support for children if required. Occasionally, however, staff do not give children clear instructions. It can be frustrating for children if they are not completely sure what is expected of them.
- Staff identified that many children in the local area live in flats and have less access to a garden space. They developed aspects of the garden area so the space is suitable for use in all weathers. Staff check that children have access to warm clothing so they can freely access the outdoor area throughout the day.
- There are many opportunities for children to count and recognise numbers. However, staff do not make the most of opportunities to teach older, and more capable, children about weight and capacity to enhance their mathematical skills.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead is knowledgeable about a variety of safeguarding issues. She shares new information about safeguarding with staff on a frequent basis. Staff know how to raise a concern about children's welfare to keep children safe. Staff know that some issues in the home can be upsetting for children and they address problems as they arise. For instance, they notice if a child is often absent. Staff call home to check if children are well and to ask whether families need any extra support. Leaders implement strong recruitment and vetting checks to determine that applicants are safe 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:

- maximise opportunities for older and more capable children to extend their mathematical skills, including their understanding of weight and capacity
- clarify instructions for children, so that they always know what is expected of them.

Setting details

Unique reference number	131570
Local authority	Southampton
Inspection number	10128693
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	32
Number of children on roll	37
Name of registered person	Southampton City Council
Registered person unique reference number	RP901784
Telephone number	02380 336527
Date of previous inspection	8 October 2015

Information about this early years setting

Start Point Northam registered in 2000. It is run by the local authority and operates from Northam Community Centre. The nursery opens each weekday during term time only between 8.45am and 3.30pm. The nursery receives funding for the provision of free early years education for children aged two, three and four years. There are nine members of staff. Of these, one holds a childcare qualification at level 6, another a level 5 qualification, four members of staff are qualified at level 3 and three at level 2.

Information about this inspection

Inspector
Julie Bruce

Inspection activities

- The inspector held conversations with parents where they shared their views about the setting.
- The inspector and a senior leader undertook a learning walk. They discussed how staff plan the curriculum.
- During the inspection, the inspector and the manager jointly observed a group activity. They discussed what they had seen.
- The inspector and the leadership team met for a discussion. They talked about different aspects of practice.
- Staff talked to the inspector about progress individual children are making in their learning and development.

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