

Inspection of Clanfield Nursery School

St. James Church Hall, 12 South Lane, Clanfield, Waterlooville, Hampshire PO8 0RA

Inspection date: 7 July 2021

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

What is it like to attend this early years setting?

The provision is good

Changes made to arrival procedures due to the COVID-19 (coronavirus) pandemic mean that parents no longer go inside the nursery. Children have successfully adapted to this change in routine and enter happily and with confidence as they are greeted by their own key person. Staff make time to talk to parents and carers, so essential information can still be shared, and parents continue to feel included in their child's day.

Children settle quickly into the daily routine and engross themselves in play. They chat confidently to staff about things from home and access resources that reflect the community they live in. Staff are good role models. They take part in children's play and offer ideas to extend their learning. For example, when children find an eggshell in the garden, staff challenge them to think of how it got into the plant pot and where it may have come from. Young children use their imaginations, while older children use their increasing recall and memory skills to share their knowledge of the birds that have been nesting in the nursery roof. Pre-school children are gaining the skills needed for school. They join in with their friends to dig for treasure in the sand, match dots on dominos and pretend to be doctors.

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

- Staff focus attention on children's personal, social, and emotional development. They offer praise and reassurance as children play. Children's efforts are celebrated as they are encouraged to try and complete tasks independently, such as changing out of dressing up clothes and putting on their shoes. Behaviour is good. Staff gently remind children about taking turns and sharing, which help them understand how to play alongside others.
- The manager's teaching experience gives her a firm knowledge of the nursery curriculum and the activities on offer cover the seven areas of learning. However, staff do not sharply focus on the learning opportunities during some planned activities. This means that, occasionally, these activities do not maximise learning opportunities for all children.
- Parents speak highly of the team. They say their children love attending the nursery. Many parents comment on the excellent communication between themselves, the manager and staff. Parents explain how much they appreciated the weekly online story sessions hosted by the manager, which allowed their children to stay in touch with friends and key workers during the pandemic.
- Children, including those in receipt of additional funding, develop well in all areas of learning. They enjoy a range of experiences that support their physical skills. They climb outside on the large boat, manipulate play dough and walk to local woodland. Staff support children's language development well, overall. Children listen attentively to stories and enjoy sharing news from home.

However, staff are not always consistent in their approach towards supporting younger children's emerging speech.

- Children with special educational needs and/or disabilities are wholly supported to access the curriculum. Staff are fully involved in working with other professionals to develop learning and support a smooth move to school.
- Children are encouraged to handle a variety of tools. They learn to hold writing tools, such as crayons and pencils, correctly when drawing and confidently have a go at cutting with child-sized scissors. Staff support children's critical thinking skills well. For example, when children discover that a plastic nail is stuck between some paving slabs, staff pose challenging questions and give children the time they need to think critically. This results in children working together as they explore a variety of options as they try to work out how to get the nail free.
- Staff have supervision meetings and attend training. They comment that they feel well supported by the manager. Staff undertake professional development opportunities that help to enhance their knowledge. For example, they recently completed a whole team training day, reflecting on their practice and planning for their future.

Safeguarding

The arrangements for safeguarding are effective.

All staff are knowledgeable about child protection matters and understand how to keep children safe. They receive up to date training and can accurately identify the possible signs that a child may be at risk of harm. They know the procedures to follow if they have concerns about a child, including for wider safeguarding issues, such as exposure to extremist views. Staff complete regular risk assessments of the indoor and outdoor environments, to ensure children's well-being and safety. Staff monitor children effectively at arrival and departure times to ensure they are met safely by parents and carers. The manager follows effective recruitment and supervision procedures to ensure staff working with children are suitable to do so.

What does the setting need to do to improve?

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

- ensure that staff have a clear understanding of how to make the best possible use of planned activities and promote purposeful learning for all children
- help staff to understand how to further extend young children's growing vocabulary and communication skills.

Setting details

Unique reference number	EY554800
Local authority	Hampshire
Inspection number	10174534
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	35
Name of registered person	Baker, Joann Elise
Registered person unique reference number	RP554799
Telephone number	02392645805
Date of previous inspection	Not applicable

Information about this early years setting

Clanfield Nursery School registered in 2017 and is in Clanfield, Hampshire. The setting is open from 8.50am to 3.30pm on Mondays, Wednesdays, Thursdays and Fridays. On Tuesday the setting opens from 8.30am to 12.30pm. The nursery employs five staff. Of these, the manager is qualified at level 6 and four staff hold an appropriate qualification at level 3 and level 4. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nina Lambkin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in the evaluation of the setting.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and inspector completed a joint evaluation of an activity together.
- A meeting was held between the manager and the inspector. The inspector reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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