

# Inspection of Childrens Learning Centre

125 New Brighton Road, Emsworth, Hampshire PO10 7QS

---

Inspection date: 15 September 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is outstanding**

Children thrive in this exceptional nursery. They are provided with high-quality care and an extremely calm and stimulating learning environment. Children are inspired to engage in purposeful play, indoors and outdoors, with a wide range of resources that encourage them to be curious and creative. Children feel safe and secure in the well-organised nursery. They build incredibly strong bonds with staff, for whom they show genuine affection. Staff focus strongly on supporting children's emotional well-being and adapt their approach according to what children need.

Children develop a strong sense of right and wrong. They consistently display excellent behaviour due to well-established boundaries and carefully structured routines. Staff have very high expectations for all children, who respond positively to the experiences on offer.

Older children listen attentively and become engrossed in activities. They hear extensive new vocabulary and laugh infectiously as the manager enthusiastically preforms well-loved stories. Children confidently answer questions and use new words they have learned. Staff ask open questions that successfully challenge children to think, respond and say what they know.

The curriculum is skilfully tailored to meet children's needs and this setting excels in supporting all children to reach their full potential. The managers' undeniable commitment, passion and determination to provide an exceptional provision for children to flourish in, are inspiring.

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

- Staff are excellent role models. They provide superb support to children in all areas of the curriculum. There is an exceptionally strong focus on developing children's language and the skills they need for future learning. Staff introduce phonics to teach older children that letters and words have meaning. Children identify the letters in their name and begin to try and form each letter. Some children successfully write their whole name, proudly showing staff and visitors how they write from left to right.
- Staff build effective partnerships with parents, who are exceptionally complimentary about the setting. Staff share children's learning through daily feedback. They actively encourage parents to extend children's learning at home. For example, they provide older children with resources they can share with their parents at home.
- The members of the management team value their staff. They champion staff both personally and professionally. Well-being is high on the agenda during one-to-one meetings, as well as informally in this close knit team. Staff benefit from

regular constructive feedback about their practice and receive encouragement and coaching that further inspires and motivates them. Staff are well supported to manage their workload and given time to complete any additional responsibilities.

- Staff skilfully support children's early mathematical development through everyday activities. For example, older children use string to measure and identify differences in height. They thoroughly enjoy using beads to create patterns while making necklaces. Young children confidently sort objects by colour and point to each item as they begin to count to three. Staff ensure that number rhymes feature heavily throughout the day. Babies and toddlers readily join in, attempting to count backwards from four, during favourite songs.
- There are excellent systems to monitor children's progress. Staff quickly identify gaps in children's learning. They provide targeted support for children and seek advice from other professionals to enhance their teaching. All children, including those with special educational needs and/or disabilities and children who speak English as an additional language, make excellent progress.
- Children behave exceptionally well, developing high levels of self-control. They have a good understanding of expectations and benefit from an incredibly positive environment that fosters mutual trust and respect between them and staff. Children form strong friendships with their peers. They share toys and learn to take turns as they play. For example, young children and babies concentrate exceptionally well as they explore and make discoveries. They patiently wait their turn, watching as their friends press buttons and respond by clapping and moving to the music they hear.
- Staff skilfully encourage children to take risks and consider how they can make activities safe for themselves and others. For example, children work together to create an obstacle course using milk crates. They show tremendous empathy as they check on each other and explain to their friends how to get down from the crates safely.

## **Safeguarding**

The arrangements for safeguarding are effective.

Management follow robust recruitment procedures to ensure the suitability of those working with children. They use ongoing training and supervision to keep staff's knowledge up to date. Staff have an extremely secure understanding of safeguarding. They know the signs of possible abuse, and are alert to when a child may be at risk of extreme ideas or views. During the recent COVID-19 (coronavirus) pandemic, measures were put in place to keep in touch with families and provide any additional support needed. This included signposting them to other services. Staff place the utmost importance on safeguarding children in their care, ensuring their well-being is at the heart of all that they do.

## Setting details

<b>Unique reference number</b>	109689
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10128543
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 6
<b>Total number of places</b>	50
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Kestrel Associates Limited
<b>Registered person unique reference number</b>	RP904787
<b>Telephone number</b>	01243372015
<b>Date of previous inspection</b>	20 August 2015

## Information about this early years setting

Children's Learning Centre registered in 1991 and is located in Emsworth, Hampshire. It includes a nursery, an after-school club and a holiday play scheme. Sessions are from 8am to 6pm Monday to Friday for 51 weeks a year. There are 15 staff employed. Of these, two hold a level 6 childcare qualification and nine hold relevant early years qualifications at level 3. The setting receives funding to provide free early education to children aged three and four years.

## 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.
- The manager and the inspector completed a learning walk where the manager explained the skills and knowledge she wanted children to learn.
- The inspector and the manager carried out a joint observation, evaluating the quality of education during an activity.
- A meeting was held between the manager and the inspector. She 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021