

# Inspection of Nursery @ Itchen College

Middle Road, Bitterne, Southampton, Hampshire SO19 7TB

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Inspection date:

6 October 2021

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## **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

Outstanding

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

### **The provision requires improvement**

Children are given a warm welcome on arrival. Those children who are new to the nursery are gently supported to settle by their key person, through cuddles and reassurance. This enables them to start forming good bonds with staff and encourages children to separate from their parent/ carer during drop off. Older children are keen to begin their daily routine of hanging their bags and coats up. They are keen to see their friends and demonstrate good relationships.

The learning experiences for children are varied. Younger children access a well-designed curriculum. This provides them with the solid foundations required for them to progress well in their learning. However, as children transition through the nursery, the learning experiences are less ambitious, with little structure. As a result, older children do not always build on what they have already learned.

Children independently access a range of activities that are set up for them. For instance, babies explore sensory objects while older children manipulate dough and talk about what they are making, such as pumpkins. Although children take interest in activities set up for them, at times they move on before any meaningful learning can take place.

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

- The manager has a clear vision for the setting and how she intends for children to learn. Independence is supported well. However, the manager's vision for children's learning is not consistently shared or acted on effectively with all staff. Systems for staff supervision are not yet embedded, which hinders staff's professional development and leads to inconsistencies in teaching practice.
- The quality of education provided differs for the age ranges of children attending. Staff plan for children's learning based around current topics. For instance, autumn. Some staff identify how to progress children's skills within the activities provided. However, others do not know children sufficiently well enough to help progress learning successfully.
- Staff use assessments, such as observation, to review children's knowledge. This is shared well with parents on an online database. Parents talk positively about gaining regular updates. However, assessments are not used effectively to create purposeful planning or to enable quality teaching experiences. This results in children often leading their own play with little enhancement from staff.
- Staff communicate well with children. Mostly, they provide open dialogue during play to support and develop a healthy vocabulary. Babies are supported to learn new words, such as 'bubbles', during a bubbly water activity. Older children have regular opportunities for storytelling and staff read to children using animated

tones, to keep them engaged and excited about what comes next. However, not all staff provide opportunities for children to respond to familiar stories, to gain an understanding of what they have remembered.

- Overall, children's behaviour is good. Staff reinforce the nursery's golden rules when required, which children respond well to. Children's attitudes to learning are inconsistent. Younger children are eager to explore what is around them and take part in activities. For instance, babies eagerly join in with adults as they sing and perform actions to familiar nursery rhymes. Some older children are not engaged which impacts on their concentration and enjoyment in activities. This leads to children being disengaged and, at times, flitting from one play area to another.
- A key-person system is in place, although the effectiveness of this is varied. Some staff work closely with parents to get to know children before they start, this helps children settle. Some staff find out children's interests and use these as a basis for children's play. Babies have their care routines supported well by those familiar adults. For instance, staff talk softly with babies to help them feel at ease during nappy changing.
- The pre-school room have had a change in staff and children's learning has not consistently been handed over smoothly to the new key person. As a result, new key people are not always knowledgeable on children's learning achievements. This prevents them from accurately knowing how to progress individual children's learning.
- The manager is the special educational needs coordinator for the nursery. She works effectively with outside professionals to gain additional support and funding for those in need. Additional funding is used well to ensure individual children can access and engage in their learning. The manager is knowledgeable and ensures all children feel valued and welcomed in the setting. She works with senior leaders to ensure the nursery offer flexible hours to enable children to access their full entitlement of free early years funding and to support families.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager has worked with senior leaders to review their safeguarding policies and procedures because of Ofsted's recent involvement with the nursery. Together they have ensured their policy is fit for purpose and is in line with local safeguarding partnerships. The manager and staff now have a good knowledge of their responsibilities to safeguard children and make referrals to those with statutory responsibility, in the event of a concern about a child or an allegation against a member of staff. Staff have recently completed additional safeguarding training and demonstrate a good insight into wider aspects of safeguarding, such as the 'Prevent' duty.

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

**To meet the requirements of the early years foundation stage, the**

**provider must:**

	<b>Due date</b>
ensure planning offers a balance of child initiated and adult guided play, which challenges children's learning, enabling them to progress their knowledge and skills well	19/11/2021
ensure the key-person system is effective and children's learning is tailored to meet their needs, with particular regard when there is a change in key person	19/11/2021
use assessments to reflect on what staff know about children, to inform tailored activities and teaching experiences	19/11/2021
develop further the process in place for the supervision of staff, to provide targeted coaching, mentoring and training to improve the quality of education provided to children and to support staff's understanding of how to implement the intent for the curriculum effectively.	19/11/2021

## Setting details

<b>Unique reference number</b>	131604
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10204138
<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 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Itchen College
<b>Registered person unique reference number</b>	RP519724
<b>Telephone number</b>	023 8044 4544
<b>Date of previous inspection</b>	14 October 2016

## Information about this early years setting

Nursery @ Itchen College registered in 2001 and is situated in Southampton. The nursery is open term time only. Sessions are from Monday to Friday from 8am to 5pm. The nursery employs 17 staff; of these, all hold relevant early years qualifications and the manager has completed foundation degrees at level 5. The nursery receives funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Hayley Doncom

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and manager carried out a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised
- One joint observation was carried out by the inspector and manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and policies and procedures.
- A leadership meeting was held with the inspector, manager and deputy principle of the college on-site.

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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