

Inspection of Park Families Sharps Copse Nursery

Prospect Lane, Leigh Park, Havant, Hampshire PO9 5PE

Inspection date: 19 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happily and demonstrate an eagerness to begin their day. Older children develop good levels of independence as they self-register their attendance. Children show good resilience when learning to do things for themselves. They are keen to keep trying when dressing themselves, in preparation for playing outside.

Children show enjoyment as they flow between activities of interest in the well-planned indoor and outdoor environment. Younger children are keen to work with attentive staff and develop good physical skills as they build ramps to race toy vehicles up and down. Older children show interest in drawing and creating marks using different tools. For instance, children are eager to use a typewriter. They have a range of equipment available to support their early literacy skills.

Children demonstrate they are happy and feel safe and secure in the setting. They take pride in reviewing their learning and beam with smiles as they show pictures of themselves taking part in activities.

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

- The manager sets high expectations for staff. She provides coaching and regular feedback on their practice and leads by example. This supports the high-quality learning experiences children receive. Staff manage the environment well with regular communication and forward planning. They are deployed well to ensure children are supervised effectively.
- Staff provide children with an environment that promotes their curiosity and leads to good levels of concentration. Staff know the children well and skilfully use their knowledge, alongside assessments, to plan how they will develop children's learning. This has a positive impact on the progress children make. Although staff share this information with parents, this process is not yet embedded. Some parents do not know what their children are working on to support further learning at home.
- The manager works closely with staff to reflect on experiences children receive and makes ongoing changes to enhance provision. For example, staff recently adapted their snack routines to promote further independence. Children happily attend to their personal hygiene practices, such as brushing their teeth.
- Staff provide children with endless opportunities to support good communication and language. This is seamlessly delivered in both rooms. Younger children engage well as they take part in activities to promote good listening and attention. Children follow simple instructions, learn new words and show high levels of engagement. Older children excitedly take part in 'nursery narrative' where they focus on a word, such as 'who'. Staff demonstrate high-quality teaching as they use the word 'who' during an interactive group time. This

supports children's growing vocabulary and the meaning of words.

- Children that have special educational needs and/or disabilities are supported well. Staff are quick to identify when additional support may be required and swiftly put in early intervention. The setting employs a speech therapist who effectively tailors sessions based on individual children's needs. When required, staff proactively work with other professionals. Parents praise the efforts of staff in gaining children additional support when required.
- Staff support children's care practices well. They offer plenty of encouragement for children to be independent during hygiene practices, such as nappy changing. This contributes well to children gaining the skills they need for their next stage in development, for instance toilet training. Due to the COVID-19 pandemic, adjustments have been made as to how children enter the setting. For example, parents and carers drop off children at the side gate. Although staff report that initially this was upsetting for some children, an effective system has been put in place to support children's emotional well-being.
- Children are keen to develop their physical skills. Younger children learn to balance as they use scooters and bikes. Older children practice their fine motor grip as they squeeze pipettes in water play. Children show strength and persistence as they throw balls into nets and stack heavy blocks to make towers.
- Children behave well. They are respectful to their friends and happily take care of resources in the environment. Staff are on hand to help children when they find situations tricky. However, at times, they do not encourage the older children to problem solve disagreements. This does not always support children to think for themselves.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding arrangements that are in place are robust and help protect children's safety and welfare. The manager takes the lead role for safeguarding. She works closely with staff to check their understanding of what to do in the event of a concern about a child or an allegation against a colleague. Staff understand their roles and responsibilities to safeguard children. The manager works with senior leaders to ensure safe recruitment systems are in place and to monitor staff's ongoing suitability.

What does the setting need to do to improve?

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

- review how children's development is shared with parents to promote further learning at home
- enhance procedures for supporting positive behaviour for older children, to enable them to develop the skills to problem solve when conflicts arise.

Setting details

Unique reference number	EY305510
Local authority	Hampshire
Inspection number	10126387
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	90
Number of children on roll	50
Name of registered person	Park Families Limited
Registered person unique reference number	RP907506
Telephone number	02392485182
Date of previous inspection	23 September 2019

Information about this early years setting

Park Families Sharps Copse Nursery opened in 2004. It shares a site with Sharps Copse Children's Centre in West Leigh, in Havant, Hampshire. The nursery opens each weekday from 9am to 4pm, during term time only. It provides funded early education for children aged two, three and four years. There are currently 10 members of staff employed to work with the children. All of the staff hold appropriate early years qualifications between level 2 to level 6.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 are 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 risk assessments.
- A leadership meeting was held with the inspector and manager.

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 2021