

Inspection of Catherington Nursery

Catherington Lane, Catherington, Waterlooville PO8 0TD

Inspection date: 26 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

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 have good relationships with the staff in the setting and seek them out for comfort when they first separate from their parents. Staff are quick to comfort children with cuddles and reassuring words when needed. Children are quick to join in with the activities on offer. However, staff do not ensure that activities provided for children focus sharply enough on their interests or what they need to learn next. This has an impact on the progress that children make in their development.

The quality of teaching is variable. Children are not always provided with good-quality interactions or challenged sufficiently to extend their learning. For example, staff do not fully consider the various learning opportunities and resources available to broaden children's knowledge and understanding of sea creatures.

Children behave well and are polite to each other. Staff act as positive role models. They provide guidance to help children manage their feelings. Children are learning about the impact their behaviour has on others. They show kindness and empathy towards each other. For example, children sensitively rub their friend's back and ask if they are ok, when they are upset.

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

- Managers do not use staff supervision and performance monitoring systems effectively. This means that weaknesses in practice are not identified and actioned swiftly. As a result, not all staff have the knowledge and skills to fulfil their roles and responsibilities. This has an impact on the progress children make, particularly those with special educational needs and disabilities.
- Managers and staff plan activities based on children's interests, but do not have a clear intent of what they want individual children to learn. Therefore, although children enjoy activities, these are not always challenging enough. This means that staff do not help all children to build on the key skills that they need to learn next.
- Children are curious and enthusiastic in their play and show confidence to choose what they want to do. Older children explore everyday technology as they take photos of their drawings. Young children find their favourite cars and spend time 'driving' them around the nursery floor. Staff have a positive and consistent approach, which helps children know what is expected of them in terms of their behaviour. Children help to tidy toys away when it is time to get ready for lunch, and staff support them to share resources and take turns.
- Staff complete progress checks for children aged two years. This enables them to identify gaps in children's development. However, staff do not act on this information swiftly. Therefore, not all children receive the support and intervention they need to make sufficient progress.

- Children benefit from lots of opportunities to develop their physical skills. For example, in the outside area, they whizz around on scooters and bounce on mini trampolines. Children are learning how to keep themselves safe, as staff support them to take measured risks. For example, they scale large equipment, taking care to climb slowly and steadily up the ladder. Staff and children share their excitement as children reach the top, and 'high-five' them when they slide back down.
- Partnerships with parents are good. Staff and parents work well together, planning flexible settling-in arrangements when children first start at the setting. This helps with an easy transition for the children between home and nursery. Parents are complimentary about the activities on offer and the care their children receive.
- Children understand the rules of the setting. For example, when they hear the bell ring, they know that they must stop what they are doing and 'listen to the ladies'. Older children confidently explain why following instructions is important, for example in case of a fire. Staff provide children with healthy food and drink, such as fruit and milk. However, they do not make use of routine tasks, such as snack time, to fully promote children's independence and emerging social skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete child protection training to keep their knowledge up to date. They can identify signs that could indicate a child is at risk of abuse or neglect. Staff know how to report their concerns to other professionals, in line with the nursery's child protection procedure. They are clear about the whistle-blowing policy and know where to find contact details to report any incidents. Managers ensure that safe recruitment procedures are followed and they check regularly that staff remain suitable. Staff complete risk assessments thoroughly to ensure children play in a safe and secure environment. Children are closely supervised by staff to ensure they remain safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that the supervision and monitoring of staff practice is effective in providing coaching, guidance and professional development opportunities to raise the quality of teaching to a consistently good level	25/02/2022

<p>ensure the managers' intention for the curriculum is understood and implemented by staff, so that children receive challenging and enjoyable experiences that take account of their individual learning needs</p>	<p>25/02/2022</p>
<p>make better use of information gained through assessment, including the two-year progress check, to promptly target additional support for children where needed.</p>	<p>25/02/2022</p>

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

- help children to further develop their independence and self-help skills in managing tasks for themselves, for example at snack time.

Setting details

Unique reference number	EY342605
Local authority	Hampshire
Inspection number	10128726
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	37
Name of registered person	Catherington Nursery
Registered person unique reference number	RP903570
Telephone number	02392 594697
Date of previous inspection	20 November 2015

Information about this early years setting

Catherington Nursery registered in 2007. It is situated in Catherington, in Waterlooville, Hampshire. The nursery is open each weekday during term time, from 9am to 3pm. An early drop off is available from 8.30am. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are six members of staff, all of whom hold relevant qualifications at level 3 and 4.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the nursery.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the managers to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint observation of an activity and evaluated this with the managers.
- The inspector reviewed relevant documentation, including the evidence of staff qualifications and the suitability of the adults working with the children.
- The inspector took account of the views from parents spoken to on the day of the inspection, alongside those provided in writing.

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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