

Inspection of Gorseway Nursery School

Farringdon House, Manor Road, Hayling Island, Hampshire PO11 0QL

Inspection date: 31 January 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children are happy and settled at the nursery, but the weak organisation of the educational programme affects their progress. This impacts predominately on children under the age of two years. The learning needs of the babies at the nursery are not being adequately met. The poor implementation of the curriculum means that young children are not receiving quality play experiences to match their needs. For example, one-year-old children wander aimlessly in a playroom that is planned for older children's needs. They lack quality, purposeful interaction from the staff to enable them to effectively develop their communication and language skills. The staff focus more on older children, which means, on occasion, babies become upset and engage in unsafe behaviour, such as climbing on chairs used by older, larger children.

Staff are not vigilant about safe practices and how to teach children about safety. Children love to explore the indoor climbing frame and slide to develop their physical skills. However, they sometimes do this without adult supervision. Therefore, children are at risk of accidents. Older children enjoy a better learning experience than their younger siblings or friends. Some activities for them are well planned, with clear learning intentions and positive outcomes. All children demonstrate strong bonds to the staff who are mindful about supporting children's emotional needs. Overall, children behave well, but the weak organisation, particularly first thing in the morning, affects children's behaviour. At this time, the playroom becomes chaotic and children become loud and restless.

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

- The provider fails to organise the premises and equipment in a way that meets the needs of all children. She does not ensure that babies under the age of two are cared for in a separate room. This is a breach of the early years foundation stage requirements. Babies are cared for by staff in the older age group rooms, which has a negative impact on their learning and development. For example, they do not receive quality age-appropriate play experiences or nurturing support from staff to develop their key skills in listening and talking.
- Staff assess children's development and plan for their next steps, but the implementation is dependent on their key person being present in the nursery. This means that, on some days, four-year-old children happily play with what they know and can do. However, they lack challenge from staff to move on in their learning.
- The staff complete a progress check on children between the age of two and three years and share this with parents. However, this check does not focus enough on children's communication and language skills to be able to identify gaps in children's learning. Therefore, early intervention is sometimes delayed.

- Staff are not consistently vigilant about children's safety. For example, when children use the climbing frame, there are times when children do this unnoticed by staff. Children will go up the slide the wrong way with toys or comforters in their hand. This puts children at risk and does not help them to learn about how to keep safe.
- Some aspects of the curriculum for older children are well imbedded, such as mathematics. For example, staff encourage children to recognise and draw shapes in the sand when it spills on the floor. Children recognise numbers on the Chinese New Year red envelopes. They count fake coins and put the corresponding amounts into the envelopes, with confidence. The provider uses funding well to support specific children.
- Partnerships with parents are strong. There is good communication with parents, who speak positively about the nursery. The provider ensures that children have 'learning at home packs' if they are absent due to COVID-19.
- Children build strong relationships with the staff, who have a good understanding of their role as key person. Babies and young children receive cuddles when upset, and their personal care routines are followed appropriately. For example, the key person recognises when children need to sleep and uses equipment agreed with the parents. Sleeping children are regularly checked.
- New staff complete a suitable induction to ensure they understand their roles and responsibilities. They have regular discussions with the provider either individually or as a small group at a staff meeting to help develop their knowledge and practice.
- Overall, older children demonstrate motivation and a keen attitude to learn and develop their skills. For example, outside, they build with planks to make structures to walk along, balancing carefully.

Safeguarding

The arrangements for safeguarding are not effective.

After a recent safeguarding notification to Ofsted, the provider and designated lead failed to follow their safeguarding reporting procedures. However, the provider has taken appropriate action to address the weaknesses identified in their child protection knowledge. Staff do not pay enough attention to child safety and child supervision when children play on high-risk equipment. The provider ensures that staff training in child protection is up to date, and includes safeguarding matters as an agenda item at staff meetings. Staff demonstrate a good awareness of the signs of possible abuse and wider safeguarding concerns. For example, they talk about watching out for vulnerable families who may be drawn into radicalisation.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the premises and equipment are organised in a way that meets the needs of children, with emphasis on use of a separate baby room for children under the age of two	11/02/2022
monitor and improve staff practice to ensure children are adequately supervised at all times, particularly on high-risk equipment, such as the climbing frame	11/02/2022
improve the quality of education to ensure all children receive quality learning experiences and challenge to help them progress in all areas of development and reach their full potential	25/02/2022
monitor the quality of education and staff teaching practice to ensure that all children, including those below expected levels of development, receive good-quality teaching, particularly in the area of communication and language.	25/02/2022

Setting details

Unique reference number	EY488080
Local authority	Hampshire
Inspection number	10220144
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Wrixton, Caroline Barbara
Registered person unique reference number	RP513838
Telephone number	023 92 469234
Date of previous inspection	16 June 2017

Information about this early years setting

Gorseway Nursery School was established in 1978 and registered under new management in 2015. It operates from Hayling Island, Hampshire. The nursery opens each weekday during school term time from 8am until 4pm. The manager, who is also the owner, and her five members of staff hold recognised childcare qualifications from level 3 to level 5. The nursery receives funding for the provision of free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Lorraine Wardlaw

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The provider and inspector conducted a joint observation and evaluated the quality of teaching and how they keep children safe.
- The inspector observed children playing and learning, and talked to children and staff.
- Parents spoke to the inspector to share their views of the setting.
- The provider/manager and the inspector held a leadership and management meeting to discuss safeguarding arrangements and look at documentation.
- The inspector conducted a learning walk with the provider to discuss how they organise the provision.

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 2022