

# Inspection of Robin Nursery School

Sway Youth Centre, Station Road, Sway, Lymington, Hampshire SO41 6AB

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Inspection date: 3 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children enjoy spending time in this small, nurturing, home-from-home nursery. They are motivated learners and thrive within the well-planned learning environment, which is attractively set up each day by the staff. Children are very happy and confident. They develop good levels of self-esteem and feel valued by their key persons, who interact with them frequently and purposefully. The relationships that children develop with the staff are strong. Staff celebrate each child's uniqueness and focus on each individual child to help them reach their learning potential. The gaps in learning are closing for children below expected levels of development on entry to nursery.

Children have good opportunities to develop their physical skills. They learn to navigate the outdoor decking area confidently as they balance on two-wheeled bikes. Children climb with skill on recyclable materials. The staff supervise children well, which helps to keep children safe. Children behave well and are focused and enthusiastic in their play. They learn to share and take turns during activities, for example when they make play dough in a small group. Children understand what is expected of them. They show good independence and mathematical skills. For example, they count how many children are present at nursery. Children know that if their name is on display, it is their turn to put the corresponding numerals on the wall.

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

- Leadership and management are good. Since the last inspection, the provider has implemented a focused, well-targeted improvement plan to address the weaknesses. This has raised the quality of the setting to a good standard.
- The quality of education for all groups of children is good. Staff have a very clear knowledge of what they want children to learn. They implement their activities with skill and a clear understanding of the early years curriculum. This helps each child achieve well.
- There is strong emphasis on supporting children to develop good communication and language skills. Staff introduce new words to children through a well-led story time, rhymes and regular conversations during play activities. In group circle time, children use signs as well as words with enthusiasm to communicate.
- Children with special educational needs and/or disabilities receive very good support from the staff. The experienced and well-trained special educational needs coordinator shows a very clear understanding of their role in supporting children and families. Children flourish under their guidance.
- Children demonstrate a strong understanding of the world. For example, they learn about other cultures and celebrations, such as Chinese New Year. The staff build on children's knowledge throughout the week, using various exciting play

activities. Children are keen to share what they have learned during a social, communicative lunchtime with staff and visitors. For example, they quickly recall that this year is the Year of the Tiger.

- Children delight in the routine of the morning. They particularly enjoy circle time, which staff implement very well, demonstrating their good teaching skills. Strong attention is paid to weaving many areas of the curriculum together. For example, children showed great excitement when staff introduced an enjoyable numeral guessing game after counting the total number of the group. Children enthusiastically start to recognise letters of their name and the letter sounds.
- Children develop very good self-help skills. Staff encourage children's personal independence consistently. For example, children use 'the flip' approach to put on their coat themselves. They spontaneously blow their nose with a tissue and dispose of it in the nearby bin.
- Partnerships with parents are strong. Parents speak very positively about the nursery, the communication they receive and the good relationships built with their children. They describe the staff as 'caring, fun and energetic'. Parents are looking forward to having more involvement at stay-and-play sessions in the future.
- The new staff team commits to regular training and staff share what they learn with each other. They work together to regularly evaluate the quality of what they do. However, the evaluation and coaching support is not highly effective to improve the quality of teaching to an outstanding level. On occasion, adult-led group activities have too many adults talking and leading the activity at the same time, which is distracting to children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and committee between them develop a secure culture of safeguarding. All staff have a good awareness of the possible risks to children and how to keep children safe. They demonstrate a clear understanding of the signs to look out for in relation to possible safeguarding concerns. Staff demonstrate knowledge of what to do in the event of a concern about a child or staff member. They understand the procedures to follow. The designated lead for safeguarding is knowledgeable and well trained. She shows clear liaison with the local authority safeguarding children partnership when welfare concerns are highlighted.

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

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

- strengthen evaluation and peer observations to ensure they are more sharply focused on delivering the curriculum even more effectively.

## Setting details

<b>Unique reference number</b>	151103
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10145183
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Robin Nursery School Committee
<b>Registered person unique reference number</b>	RP909392
<b>Telephone number</b>	01590 683440
<b>Date of previous inspection</b>	24 January 2020

## Information about this early years setting

Robin Nursery School registered in 2001. It operates from a community building in Sway, close to Lymington. The nursery is open term time, from 8.30am until 3pm on Monday and Tuesday and from 8.30am until 4pm on Thursday and Friday. On Wednesday a morning session runs from 8.30am until midday. There are five members of staff, four of whom hold qualifications at level 3 and level 5. The nursery provides funded education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Wardlaw

## 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 conducted a learning walk with the manager to discuss the curriculum and how they organise the provision.
- The manager and the inspector conducted a joint observation and evaluated the quality of teaching.
- Parents spoke to the inspector to share their views on the setting.
- The inspector observed children playing and learning and talked to children and staff.
- The manager and the inspector held a leadership and management meeting to discuss safeguarding arrangements and look at documentation.

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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