

Inspection of The Elizabeth Foundation

Southwick Hill Road, Cosham, Portsmouth, Hampshire PO6 3LL

Inspection date: 16 March 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exciting, educational environment. There are high expectations for every child and children make excellent progress in their learning and development. Children are highly motivated and keen to learn. They are proud to show staff what they know and can do. For example, children call out the names of baby animals they can remember as they find the matching toy. Children sustain focus on activities for extended periods of time and show high levels of concentration and engagement.

Children delight in making music and listening to the sounds they make. They eagerly find drum sticks to bang on the large drums and xylophone. Children happily laugh as the sound gets louder and louder. Children's behaviour is excellent. They know what is expected of them and they follow the rules and boundaries well. For example, when the sand timer is shown to the children they understand it means that they need to stop playing the drums soon. Children confidently select the high-quality resources they wish to play with. They play imaginatively, dressing up as doctors and staff talk to them about the role of a doctor. Children work together to build a large train track, they cooperate and share resources and ideas.

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

- Staff expertly develop children's listening and communication skills. They skilfully plan activities to introduce new language to children. Children make excellent progress in their communication and language. Staff have high ambitions for children and they deliver an exceptionally well-planned curriculum.
- There is a well considered balance of child-led free play and adult-led teaching that complement each other extremely successfully. For example, children are taught in small groups and introduced to new vocabulary, such as 'foal' and 'calf'. After focused teaching, children explore the main play space where there are small figures of adult and baby animals that they can link to their previous learning.
- The routine of the day is consistently embedded, and every moment is used as an opportunity for teaching. For example, during snack time staff use plates to teach children colours and they talk about the food they are eating. Children know what is going to happen next and are familiar with the routine.
- Children's behaviour is exemplary. Staff show children a green smiley face and praise children for their individual achievements. Children are highly motivated and independent. They confidently use cutlery to cut up their fruit at snack time and wipe their own hands and faces.
- Children are incredibly well supported to progress to their next stage of education. They are taught the skills required to help prepare them. For

example, children learn how to line up and wait patiently, ready to go for lunch. The highly effective focus on building children's attention and listening skills will support children when they start school.

- Staff work collaboratively with other settings and wider professionals to ensure each child can reach their full potential. They use the information from other settings to focus their teaching, ensuring that any identified gaps in children's learning are narrowed.
- Partnerships with parents are remarkable. Parents are included in every aspect of their child's learning. They are welcomed into the setting and are able to spend the day in the dedicated parent's room working or socialising with other families. Parents report feeling empowered, due to the knowledge they have gained from staff on how to support their child.
- The passionate manager is extremely successful at reflecting and evaluating the provision. She continuously strives to develop the provision even further and works with outside agencies to assess and review the setting. Staff report excellent support for their well-being and are proud to be a part of the team. Effective supervisions identify areas for professional development, leading to a highly skilled and motivated team.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have an excellent understanding of their responsibilities to safeguard children in their care. They ensure comprehensive safeguarding policies and procedures are in place. Staff know the signs to look for that may indicate a child is at risk of harm. They are confident in their knowledge and know how to report any concerns they may have. Regular team meetings and supervision provide opportunities for staff to discuss current safeguarding issues and receive updates and training. There are robust procedures in place to ensure safer recruitment and monitor the ongoing suitability of staff.

Setting details

Unique reference number	143465
Local authority	Portsmouth
Inspection number	10128694
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	16
Number of children on roll	27
Name of registered person	The Elizabeth Foundation
Registered person unique reference number	RP520796
Telephone number	02392 372735
Date of previous inspection	25 April 2016

Information about this early years setting

The Elizabeth Foundation registered in 1981. The setting is situated in Cosham, Portsmouth and is open five days a week during term time only. Sessions are from 9.30am to 2.30pm. The setting receives funding to provide free early education for two-, three- and four-year-old children. All children are deaf and some have other associated special educational needs. There are 11 members of staff; of these, four hold qualified teacher status, two are qualified speech and language therapists and the remainder hold qualifications at level 3 or above.

Information about this inspection

Inspector

Jade Orosz

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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