

Inspection of Sherborne House Nursery

Sherborne House School, 39 Lakewood Road, Chandlers Ford, Eastleigh, Hampshire
SO53 1EU

Inspection date: 14 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at the nursery. They arrive happily and quickly engage in purposeful play. Children benefit from a well-planned environment which clearly supports their next steps in learning. For example, babies have lots of space to develop their physical skills, as they begin to pull themselves up on strategically placed low-level equipment. Interesting resources capture children's curiosity. This means that even the youngest children display high levels of concentration and become active learners. Children are ready for their next stage in learning as a result.

Children learn from an early age what makes them unique. For example, children enjoy a game as they explore their senses. They giggle as staff tickle their noses with mint as they take a sniff. Staff commentate on children's likes and dislikes as they discuss their reactions.

Children share strong attachments with staff, who respond to them with interest, warmth and care. Children, including those who are new to the nursery, receive cuddles and reassurance. This helps them feel safe and secure. Staff carefully consider children's views during care routines. For instance, staff respond to babies' non-verbal cues when asking them if they are ready for a nappy change. This helps children feel respected and valued.

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

- Managers use what they know about children to construct a curriculum that focuses on what they want them to learn. They consider the impact that the COVID-19 pandemic has had on babies' early experiences, for example their opportunities to socialise and recognise facial expressions. In response, staff plan regular group singing and music sessions. This attention to detail ensures gaps in learning are quickly identified and prioritised.
- Managers use supervision sessions effectively to identify staff's training needs. They creatively find ways to develop staff's knowledge and skills through coaching. Managers recognise individual staff's strengths and utilise these well. For instance, staff with less experience of working with babies benefit from tailor-made support from more experienced staff. This has a positive impact on children's experiences.
- Staff plan a range of open-ended activities that reflect the skills they want children to develop. However, at times, staff miss opportunities to extend learning further. For example, during a painting activity, staff did not consider creating more space to enable children to practise large arm movements. This means that the learning intent is not always met as fully as possible to maximise children's learning.

- Staff support children's early communication development well. They demonstrate a secure understanding of how children learn. Staff consistently commentate on young children's play, repeat unclear language correctly and introduce basic meaningful words. Staff expose toddlers to new vocabulary. For example, they introduce the word 'strum' as they model the action on a ukulele and repeat the word several times. This practice helps to embed new words.
- Children are developing a love of stories and rhymes. They independently access a range of storybooks and factual books. Babies sit intently and turn the pages to look at pictures of interest. Staff make stories enticing as they imitate the noises of animals. Children enjoy snuggling up and sharing a book with staff.
- Children learn about the world around them. During outside play they use their magnifying glasses to explore leaves in detail. They listen intently and show excitement when they hear aeroplanes or birds chirping. Staff use questions to challenge children's thinking. For example, they ask toddlers where the chirping is coming from. Toddlers look around and identify that the 'birds are in the trees'.
- Children are starting to make early relationships with their peers. They happily play alongside their friends and show each other the item they are playing with. Children receive praise for 'good sharing' when they hand items to each other. They sit independently at mealtimes and 'babble' to their friends.
- Managers and staff work closely with parents and professionals. They share information, including changes to children's care routines and well-being, during daily communication with parents. Parents report that they are very happy with the care their children receive and the progress they make.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff know the children very well and are dedicated to maintaining their safety. Staff and those with a responsibility for safeguarding demonstrate a clear understanding of the policies and procedures to keep children safe. They are able to identify the signs and symptoms which may indicate a child is at risk of harm. They know the action to take should they have concerns about a child's welfare, including safeguarding matters such as protecting children from extreme views. The manager completes appropriate checks on staff, during recruitment and on an ongoing basis, to assess their suitability to work with children. Effective risk assessments that are understood by all staff ensure the nursery is safe and secure.

What does the setting need to do to improve?

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

- enhance staff's teaching skills to enable them to extend children's learning

further so they are able to reach their fullest potential.

Setting details

Unique reference number	2542978
Local authority	Hampshire
Inspection number	10233165
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	0 to 5
Total number of places	56
Number of children on roll	104
Name of registered person	Sherborne House School Limited
Registered person unique reference number	2542977
Telephone number	02380252440
Date of previous inspection	Not applicable

Information about this early years setting

The nursery registered in 2019. It is located in Sherborne House, an independent co-educational day school in Chandlers Ford, Hampshire. The nursery is open all year round, Monday to Friday from 7.30am until 6pm. The governors employ 19 nursery staff. Of these, 14 hold early years qualifications at level 3, three hold qualifications at level 5 and two staff are unqualified. The nursery is in receipt of funding for the provision of early education for children aged three and four years.

Information about this inspection

Inspector

Paula Sissons

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 her evaluation of the provider.
- The manager, the deputy manager and the inspector completed a learning walk together of all areas of the provision for children under the age of two years old and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a focused activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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