

Inspection of Country Day Nurseries

The Stables, Chalkcroft Lane, Penton Mewsey, Andover, Hampshire SP11 0RD

Inspection date: 13 May 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 enjoy the fun-filled learning at this homely and welcoming nursery. They feel safe and secure as they freely choose from a range of interesting activities on offer. Children form affectionate bonds with staff, who are responsive to their needs. They learn to play cooperatively with their friends and invite them into their play. They freely explore the exciting learning spaces, where they can relax, handle natural objects and engage in physical exercise. This helps to promote their good health and emotional well-being.

Children love being outside and enjoy the fresh air. They go to the woodland area and watch birds through binoculars. They persevere until they find one and show great delight when they spot them. Children's physical skills are well developed as they run, balance and scoot around on their bicycles. Children develop a love for reading from the outset. They listen intently and point at pictures from their favourite stories when shared in the garden. Children make good progress in their learning and development.

Children's behave well and are respectful to others. They welcome visitors and happily engage in discussions to find out more about them. Children's efforts are constantly praised and their achievements celebrated. This helps them to understand that they are unique and valued.

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

- Leaders and staff ensure that the curriculum children receive is based on their interests and needs. They have worked together to devise a sequenced curriculum to support children to achieve their best at each stage. For example, younger children learn about happy and sad emotions. Older children develop an understanding of how their actions can affect others. They consider how to help children who may be sad, to feel happy again.
- Staff interact with children in a sensitive and caring way. However, they do not always capture opportunities to extend individual children's learning when interacting with them. For instance, older children demonstrate the ability to correctly name the number of objects in a set of five, purely by sight with no need to count them individually. They clearly show that they have reached a higher level in their mathematical knowledge. This skill was not recognised by staff and children were asked to count each object one by one. This illustrates that staff do not consider all opportunities to maximise children's progress.
- Leaders fully understand the importance of parents working closely with staff for support in children's learning. They offer stay-and-play sessions to parents to know what their children are learning. This helps to deepen parents' knowledge on how young children learn and how they can complement their children's

learning at nursery. Parents highly value the education and care the nursery provides. They say that the communication from staff through daily updates online, as well as weekly newsletters, is 'excellent'. They are impressed with the progress their children make, particularly in their confidence and social skills.

- Staff are passionate and want to develop their knowledge and skills further. Leaders support them to access a wealth of training opportunities. They monitor staff's performance and give them feedback. However, leaders do not have effective systems in place to precisely identify areas for improvement for individual staff, to enhance their curriculum delivery further.
- Children are well prepared for the next stage in their education. They develop into confident and independent individuals, who can take care of their own personal needs. Older children get changed into their physical education kits without help. They learn about 'golden rules', such as using 'walking feet' to keep safe when indoors. Younger children handle real objects in their play. For example, they learn about lemons and limes as they feel, taste and smell them. Older children confidently hold interesting conversations with staff and among their friends. This illustrates that children possess good foundations of knowledge and skills on which to build.
- Children learn about different languages and cultures represented in the wider world. They hear French phrases and use them correctly, such as 'Je m'appelle' meaning, 'my name is' in English. This helps to prepare children for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Leaders attend regular child protection training. They have a secure understanding of their responsibility to protect children from harm. Staff recognise the potential signs and symptoms of abuse, including the risk of being exposed to extremist views and behaviours. They understand the local procedures to follow should they need to seek further help or to report any concerns. Staff ensure that children are able to play in a safe and secure environment. They carry out regular risk assessments, indoors and outdoors. Leaders follow robust safe recruitment procedures. The suitability of staff to work with children is checked as part of their ongoing vetting processes.

What does the setting need to do to improve?

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

- extend children's learning by providing even higher level of challenge in activities to inspire them to excel in their learning
- strengthen systems to identify and enhance professional development opportunities for individual staff to improve their practice further and maximise

children's learning.

Setting details

Unique reference number	EY562688
Local authority	Hampshire
Inspection number	10191414
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 4
Total number of places	91
Number of children on roll	110
Name of registered person	Curcher, Lucy Emma
Registered person unique reference number	RP562687
Telephone number	01264 773655
Date of previous inspection	Not applicable

Information about this early years setting

Country Day Nurseries registered in 2018. It is open from 8am to 6pm, Monday to Friday for 51 weeks of the year. The setting employs 26 staff, 16 of whom hold a relevant early years qualification at level 2 and above. The nursery manager holds a relevant level 6 qualification. The nursery receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 manager and has taken that into account in their evaluation of the provider.
- The nursery manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of an activity with the nursery manager.
- The inspector observed the quality of the education being provided, both indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Parents, staff and children shared their views of the nursery 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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