

# Inspection of Nursery @ Itchen College

Middle Road, Bitterne, Southampton, Hampshire SO19 7TB

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Inspection date: 30 September 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 feel safe and at ease. Staff respect each child's preferences on arrival and provide sensitive support. Some children enjoy soothing cuddles with staff on arrival, while others prefer to spend time where they feel comfortable. For instance, looking at books, before enjoying the range of activities.

Babies enjoy singing songs and make choices of these from pictures. Overall, children hear staff use a good range of language, which helps to support their developing vocabulary. Children learn to follow simple instructions. For example, toddlers helped to tidy up when asked. In addition, pre-school children followed a series of instructions when using musical shakers. During the same activity, they learn about mathematical concepts, such as shaking 'up high', 'down low' and 'in a circle'.

Children enjoy engaging activities, where they sustain their interest well. Babies and toddlers explore different sensory materials, including water, paint and shredded paper. Pre-school children learn to use different tools; for example, they whisk in foam and tweezers to pick up dried pasta. This helps to build the muscles in their hands and fingers and develops coordination skills.

The managers and staff have high expectations for children. They identify emerging gaps in children's learning and plan carefully to help close these. Staff successfully include children's next steps of learning into activities that link to their interests. This helps to motivate children to learn. Staff particularly well support children who need some extra help in their learning, which effectively promotes children's progress.

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

- The managers and staff have worked hard since the last inspection to address areas for improvement. They demonstrate a strong commitment to continuing to develop the quality of their provision. They have a current focus on extending children's learning experiences in the outdoor area; for example, they promote children's balancing skills with different equipment. This was observed during the inspection when older children managed appropriate risks as they balanced along planks.
- Staff regularly discuss their key children's progress with the managers. They speak very positively about their work and the support they receive, including for their well-being. Some of the more experienced staff provide effective role models to other staff, which helps to develop consistent practice. Staff build on their skills, including through training. This includes training that focuses on supporting children's special educational needs and/or disabilities (SEND). This

helps staff to provide effective support for these children.

- The managers have a clear curriculum to support children's learning. Staff mainly implement the learning intentions well. At times, some staff do not fully extend children's learning opportunities. For instance, on occasion, some staff do not build on their communication with children to help enhance their language development further. In addition, at times, staff do not encourage toddlers in developing their independence as well as possible.
- Effective monitoring of children's learning identifies areas where they need more support, such as learning to manage their feelings and emotions. Staff use books and encourage children to use resources or describe the 'colour' of their feelings, to help them express these. Children gain a good sense of themselves and make links with others. For instance, in the baby room, they sing a song that welcomes each individual child. Staff positively praise and encourage children, which promotes their good behaviour, self-esteem and confidence well.
- Children develop an awareness of healthy practices. For instance, staff work with parents to brush toddler's teeth to help support good dental health. Staff offer children healthy snacks, such as different types of fruit. They encourage children to widen their tastes for new foods and textures. Parents receive relevant information about lunch box contents. However, the managers have not fully considered enhancing this, to help promote healthy lifestyles further.
- Parents speak highly about the support they and their children receive. Staff communicate effectively with parents about their children's needs and development. Parents are encouraged to become involved, such as through taking part in 'parent breakfasts'. Parents comment that their children are keen to attend. They positively highlight supportive settling-in arrangements and say their children have made good progress since starting.
- Staff use guidance from other professionals well. They implement specific activities to extend children's individual learning needs. Staff use signing and visual timetables to support communication with children, which particularly helps those with SEND. Additional funding is carefully used to support children's individual needs, including their well-being and learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding lead staff and other staff know and understand their safeguarding responsibilities securely. They recognise possible indicators which would be of concern. They understand how to manage concerns, including reporting to outside agencies. The managers understand the importance of working with outside agencies when needed, to help support families and children's well-being. Robust recruitment and ongoing procedures check staff's suitability to work with children. Staff promote children's safety effectively, such as ensuring the premises are secure. They complete safety checks daily to minimise potential risks and hazards to children.

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

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

- build on the already good arrangements to monitor and develop staff's practice, in particular, to support staff to implement the curriculum intent as effectively as possible, to help promote children's further progress
- strengthen the liaison with parents to enhance healthy eating and practices, to further support children's good health.

## Setting details

<b>Unique reference number</b>	131604
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10212731
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Itchen College
<b>Registered person unique reference number</b>	RP519724
<b>Telephone number</b>	023 8044 4544
<b>Date of previous inspection</b>	6 October 2021

## Information about this early years setting

Nursery @ Itchen College registered in 2001 and is located within Itchen College grounds in Southampton, Hampshire. The nursery is open term time only, Monday to Thursday, from 8am to 5.30pm and on Friday from 8am to 5pm. The provider employs 15 staff. Of these, 14 staff hold relevant qualifications from level 2 to level 6. The manager has completed a foundation degree at level 5. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sheena Bankier

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Discussions and meetings were held with the managers and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector obtained some views from parents about the nursery.
- Children interacted and chatted to the inspector during the inspection.
- The inspector observed children's routines, activities and their interactions with staff during the inspection.

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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