

Inspection of Thorney Island Nursery

Baker Barracks, Thorney Island, Emsworth, Hampshire PO10 8DH

Inspection date:

5 October 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in the leadership and management of the nursery have a significant impact on the overall quality of the provision and how well children are safeguarded. Despite this, children arrive at nursery eager to start their learning and play with their friends. Familiar staff warmly greet their key families. As a result, children settle quickly, demonstrating that they feel safe and secure.

Children access resources independently. They make their own choices about their play and direct their own learning. All children enjoy spending time outdoors. Older children show critical thinking and determination as they practise their problem-solving and physical skills. They navigate assault courses that they have built themselves, under the close supervision of staff. Younger children explore resources in a newly refurbished garden. They delight in the open-ended opportunities for physical play that the garden provides, such as riding tricycles, playing football and accessing water and sand play.

Staff focus on supporting children's communication and language skills, which helps their future learning. For example, at lunchtime, children were discussing why they could still see through their cups, even though they were filled with water. Staff introduced the new word 'transparent' when explaining the properties of the beakers. Children went on to think about what other transparent items they could see through.

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

- The provider has failed to meet their legal responsibility to notify Ofsted of changes to committee members so that necessary suitability checks can be carried out. Members of the committee do not have a full understanding of their roles and responsibilities. This compromises children's safety.
- There fails to be an effective system in place to provide staff and managers with regular and effective supervision, support, coaching and training. Staff fail to have a suitable workload and, although children's day-to-day learning is currently unaffected, staff are unhappy and overworked.
- Managers do, however, observe staff while they work and give them feedback on their practice. This enables them to evaluate the quality of education and identify any areas to improve. This helps to maintain the good standard and quality of education provided.
- Staff use effective teaching methods, such as questioning and modelling, which help all children to make good progress. For example, when children try to build a bridge outdoors with wooden planks and tyres, staff ask questions, such as 'What do you think we could do to make it strong?'
- Young children have good independence skills. They sit quietly to have lunch

and try really hard to feed themselves with a spoon and fork. They use their fingers to push the last few grains of rice onto their fork. They are given time to sit and enjoy the home-cooked meals with their friends. Staff support them with cutting up their food and talk to them about the benefits of eating up their vegetables.

- There is an effective key-person system in place. Staff are aware of children's home circumstances and previous experiences. This enables them to assess children's development and plan to extend their learning experiences accordingly.
- Staff work well with partner agencies to safeguard vulnerable children. Children with additional needs receive targeted interventions to help them make good progress from their starting points.
- Parents new to the setting know their child's key person and comment about how effectively they helped their children to settle. As a result, parents and children feel safe, secure and welcomed at the setting.
- Children know the routine of the nursery and look forward to key health and well-being sessions, such as yoga. They can accurately predict the next move and carry out the actions with great dexterity and concentration. Younger children look forward to their nursery walks, which promotes their physical and emotional development.

Safeguarding

The arrangements for safeguarding are not effective.

The staff team and manager complete regular safeguarding training. They are alert to the signs and indications of possible abuse. Staff know how to record and report patterns in behaviour that could be a cause for concern. Staff understand what to do and who they should contact if they are concerned about a member of staff. Staff have a good knowledge of wider safeguarding issues, such as 'Prevent' duty and female genital mutilation. Staff use risk assessments and daily checks to ensure the environment and activities are safe and secure. However, the provider fails to meet the safeguarding and welfare requirements in accordance with the guidance given in the 'Statutory framework for the early years foundation stage', as they have not notified Ofsted about all committee members so that suitability checks can be carried out. As such, there is a lack of oversight and accountability for safeguarding within the provision.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure robust procedures are in place to provide Ofsted with all necessary information about new committee members so that essential suitability checks can be carried out	19/10/2022
provide staff and managers with regular and effective supervision, support, coaching and training	19/10/2022
ensure that all committee members have a full understanding of their role and legal responsibilities.	19/10/2022

Setting details

Unique reference number	113670
Local authority	West Sussex
Inspection number	10228170
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 10
Total number of places	44
Number of children on roll	64
Name of registered person	Thorney Island Nursery Committee
Registered person unique reference number	RP904764
Telephone number	01243388345
Date of previous inspection	14 December 2016

Information about this early years setting

Thorney Island Nursery registered in 2004. It operates from premises on the Baker Barracks site in Thorny Island, Portsmouth. The nursery is open Monday to Thursday, from 7.30am to 5.30pm, and from 7.30am to 3pm on Friday. It operates for 38 weeks of the year, during term times only. The breakfast club operates Monday to Friday, from 7.30am to 9am. The after-school club operates Monday to Thursday, from 3.30pm to 5.30pm. Both out-of-school clubs run during term times only. The nursery is in receipt of funding for free early education for children aged two, three and four years. There are seven members of staff, six of whom hold appropriate early years qualifications to at least level 3.

Information about this inspection

Inspector
Leanne Merritt

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the setting.
- The inspector spoke to staff at appropriate times during the inspection and also spoke to the children.
- The inspector and manager conducted a learning walk. The manager told the inspector what they want children to learn and how they would achieve this.
- The manager and inspector carried out a joint inspection. They observed how well staff teach children and what they want them to learn.
- The inspector spoke to parents and took into account their views.
- The inspector looked at a range of relevant documentation, including qualifications and vetting arrangements for staff.

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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