

# Inspection of Alton College Nursery

Havant and South Downs College, Alton Campus, Old Odiham Road, Alton,  
Hampshire GU34 2LX

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Inspection date: 3 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Since the last inspection, there has been a significant development of practice. As a result, children are now making good progress in their learning and show that they feel secure. The manager and staff team have been working hard to drive improvement. They have a clear overview of what they want children to learn and why. Staff have created a calm, relaxing baby area, where the youngest children explore and engage in sensory-play experiences.

Children enjoy their time at nursery. They are happy and confident, as they explore the environment. Children have a positive attitude to learning and engage in interesting activities. Staff support children to follow their own interests, and this inspires them to be curious. For example, staff introduce identification cards to help children identify the different bugs that they collect in the garden.

Children show positive attitudes towards their learning and behave well. The broad curriculum ensures that children have regular opportunities to hear and join in with familiar songs and stories, which supports their language skills. Babies and toddlers thoroughly enjoy snuggling in to share stories with nurturing staff. Older children act out 'The three little pigs', as they enthusiastically interact with their friends in the garden. They giggle with excitement as they choose who is going to be the wolf. This helps children develop a love of books.

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

- The manager and staff have worked extremely hard to secure significant improvements since the last inspection. All actions raised have been addressed well. Successful, ongoing changes have been made to the curriculum and the quality of education children receive. Staff have been well supported in their professional development to help them improve their teaching knowledge and skills. This helps maintain a good standard of education.
- Children enjoy learning about keeping safe and listen carefully, when staff explain an outing to the local shop for fruit for snack. They show that they remember what to do, as they safely walk down the stairs and confidently state that they must 'stay together.' Children positively respond to all aspects of the outing. For instance, they show an interest in shopping for produce, counting how many items of fruit to collect and participate in paying at the till.
- Staff support children in developing healthy lifestyles. For example, children learn about dental care and know why 'plaque' is not good for their teeth. They practise good handwashing routines and enjoy fresh, nutritious snacks together.
- Children benefit from fresh air and exercise in the nursery's well-planned garden. Young children and babies climb on low-level equipment and play with sensory materials to develop their muscle control. Older children learn to use the

rope swing independently and to enjoy the challenge as they master this skill. Children access a wealth of exciting experiences to ignite their interest and learn about the world. For example, they enjoy collecting apples from the apple tree in the nursery garden to eat at snack.

- The special educational needs coordinator (SENCo) has a good knowledge of the children. Staff use funding effectively to meet children's individual needs. For example, they offer children with special educational needs and/or disabilities (SEND) one-to-one support in their play. Staff work closely with parents and other professionals to ensure that children with SEND are well supported.
- Partnership with parents is good. Parents speak highly of the nursery and say their children are happy to attend. Good communication ensures parents know what their children can do and what they will be learning next.
- The manager is committed to ensuring that staff are happy and feel supported in their roles. Staff benefit from regular team meetings and one-to-one supervision. Staff training is actively encouraged, so that they can build on their skills, which improves outcomes for children.
- Overall, staff prepare children well for school and their future learning. However, there are times when they do not consider how to extend children's independence as fully as possible. They routinely complete some simple tasks that are within children's capabilities, for example, at snack time.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good knowledge of signs and symptoms that could indicate that a child is at risk of harm. They know how to make a referral if they have concerns about the welfare of a child. Staff are clear about the procedure they will follow if they have concerns about the conduct of a colleague. The manager ensures that safer recruitment checks are carried out to ensure the ongoing suitability of staff working with children. Staff check the nursery environment routinely to ensure the safety of children.

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

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

- make better use of opportunities that arise to promote children's independence.

## Setting details

<b>Unique reference number</b>	110007
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10238853
<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 3
<b>Total number of places</b>	28
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Havant and South Downs College
<b>Registered person unique reference number</b>	RP517940
<b>Telephone number</b>	01420 592200
<b>Date of previous inspection</b>	6 April 2022

## Information about this early years setting

Alton College Nursery registered in 2009. The nursery is situated in a purpose-built building in the grounds of Havant and South Downs College, Alton, Hampshire. The nursery is open from 8am to 5pm, Monday to Friday, term time only. There are seven members of staff including the manager. Five staff members hold relevant qualifications at level 3 and above, one member of staff is an apprentice, and the manager has early Years professional status. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kelli Wiseman

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took their views into account.
- The manager showed the inspector key documentation on request.

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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