

# Inspection of Dysart Nursery

1 Dysart Avenue, Cosham, Portsmouth, Hampshire PO6 2LY

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Inspection date: 10 February 2023

<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

Children arrive happy and separate from their parents with ease. They behave well and develop positive attitudes to learning. The well-organised environment promotes their natural curiosity and eagerness to learn. Children are confident and interact with staff, each other, and visitors. All children, including those with special educational needs and/or disabilities (SEND), make good progress.

Children engage in a wide range of outdoor activities to develop their physical skills. They persevere as they balance on building blocks, climbing back on when they wobble off. They join in 'hopscotch' with the staff and talk about the aeroplanes in the sky. Children ride bikes confidently, circling around the outside area with their friends. They say, "Oh no, red light" as they stop promptly and then carry on with their journey.

Children enjoy song time, joining in with the actions, and pretending to be 'speckled frogs'. This helps to develop their communication and language skills as they learn new vocabulary and take turns with their friends.

Babies cuddle their key persons as they have their bottles and wake up from their sleep. This promotes a sense of security. Babies enjoy exploring the sensory materials and show delight as they repeat the words staff use, such as "all gone," when the containers are empty.

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

- The manager has recently returned from maternity leave. All actions raised at the previous inspection are complete. She is already making a positive difference to the quality of the provision. There is a focus on well-being as she is aware of the impact this can have on staff motivation. She has completed staff supervisions to provide support and identify professional development needs. The manager is continually seeking out ways to improve. For example, she has registered the nursery for the 'Early years education recovery programme.'
- The nursery uses additional funding well to purchase specific resources to support children with (SEND). Staff work in partnership with other professionals. They seek advice on specific equipment to ensure that it meets the needs of individuals. This helps to ensure children with SEND make good progress.
- Staff generally put in place good hygiene practices at the nursery. Nappy changing arrangements are hygienic, and staff wear protective clothing. Children wash their hands with warm water and soap. This happens before mealtimes and after using the toilet. However, staff do not always prompt children to cover their mouths when coughing. They do not encourage them to get a tissue and wipe their noses. This does not support children's understanding of how to keep

healthy.

- Children begin to become independent as they learn to zip up their coats and choose their own activities. However, staff do not always encourage children's independence and self-help skills, during mealtimes, as they serve the children's food and give out cups and bowls.
- Generally, partnership working is effective. Links with the community and external professionals are strong. However, partnerships with childminders to share children's care and learning are not yet established.
- Parents are extremely happy with the care their children receive. They report their children settle well and talk about how staff support them in their role as parents. They comment that they can see the progress their children have made. Parents like the newsletter and the regular photos they receive of their children.
- Staff have high expectations for the children. As a result, children demonstrate positive attitudes to learning and their behaviour is good. Children feel safe and secure and explore their environments confidently and easily. They play with their friends, co-operating and sharing resources.
- The sequenced curriculum builds on what children already know and can do. As a result, children make good progress in their development. Staff know the children well and plan activities that follow their interests. They embed imaginative play well and pre-school children benefit from a changing role play area, alongside the familiar home corner. This helps to further extend their learning as they try on different footwear in the 'shoe shop'.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding policies and procedures to follow if they have concerns about children in their care. Staff have completed additional training since the last inspection and safeguarding is a feature at every team meeting. They know the procedures to follow if they have concerns about another member of staff. Effective recruitment and supervision procedures help to ensure staff working with children are suitable. The building and grounds are secure, which helps to keep children safe. Staff with paediatric first-aid training are confident in the procedures to follow in the event of an accident.

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

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

- develop a more consistent approach to teaching children the importance of good hygiene practices and how to manage their own personal care needs, to further enhance self-care skills
- enhance the opportunities for all children to further develop their independence

skills during snack and mealtimes

- strengthen partnership working with other providers to develop a shared approach to children's care and learning.

## Setting details

<b>Unique reference number</b>	EY217738
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10254590
<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>	43
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Mcminn, Samia Nasr
<b>Registered person unique reference number</b>	RP513223
<b>Telephone number</b>	07808638187
<b>Date of previous inspection</b>	7 September 2022

## Information about this early years setting

Dysart Nursery opened in 2002 and is located in the Cosham area of Portsmouth. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round. There are 14 members of staff employed to work directly with the children. All are qualified at level 2 or above. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Lindsay Osman

## 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of 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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