

Inspection of The Coach House Day Nursery and Pre-School

Chibdens, South Gorley, Fordingbridge, Hampshire SP6 2PP

Inspection date: 13 February 2023

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

The provision is good

Children are kind and caring towards one another and towards all living things. For example, children create spaces in the garden using sand to 'keep the bugs safe'. They are keen to learn and are curious about the world around them. Children have warm relationships with their key person. They are encouraged to follow their own interests while skilfully supported by staff. For example, staff help children find natural resources out in the garden to be used in their play dough.

Children's language skills are developed throughout the nursery. They are introduced to new vocabulary and different forms of communication. For example, very young children use action signs and words to eagerly ask for another helping of lunch. Children develop their independence skills through everyday routines, such as pouring their own drinks and serving themselves at lunchtime. Children learn about the rules and boundaries through positive behaviour strategies. For example, staff skilfully redirect children into activities, such as dancing, when they start running around indoors.

Children make the most of the outdoor environment available to them. For example, as the nursery is based in the New Forest, children and staff enjoy it when the horses and donkeys come to visit.

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

- Children make good progress in their learning and development. Additional funding is used to support children effectively. For example, staff use extra resources to help support children's emotional development. Staff know their children well, including what they are working on next in their learning and development.
- The curriculum builds on children's knowledge as they progress through the nursery. It places a high focus on the outdoors and learning about nature. However, staff's understanding of the curriculum and the overall aims for children's learning are not yet fully embedded.
- Staff feel that their well-being is well supported by the manager. However, supervision meetings are not yet fully effective at supporting the professional development of the staff. For example, managers have not yet made sure each member of staff fully understands the nursery's curriculum.
- Staff skilfully support children's emotional development as they play. For example, when there are minor conflicts, such as disagreements over toys, staff help children understand how others are feeling and the impact of their actions.
- Staff recognise the importance of repetition of simple tasks to help children develop their understanding. For example, very young children play with the zips on staff's clothing. Staff model how they work and then encourage them to have

a go. They encourage children to repeat this action over and over as they solidify their understanding. Very young children are then able to apply this new knowledge to zips on their own clothes.

- Parents speak warmly about the provision and the staff there. They love the outdoor space and the focus on the natural environment. Parents speak highly of how supportive the staff are to the whole family. They explain that they have 'found the loveliest nursery'.
- Staff have high expectations for children and what they can achieve. They act as good role models for children both in their play and in their interactions with each other. For example, staff model how to role play in the home corner to very young children, who then eagerly copy.
- Staff are keen to give children a range of opportunities as they believe they learn more through experiences than just talking about it. For example, children learn about rain and puddles through playing in them, exploring them and touching them. They then enjoy making their own puddles using paint.
- The manager recognises that children at the setting often come from similar backgrounds. She wants to ensure that children are introduced to a range of cultures and backgrounds. As part of this, the manager is developing links with an inner-city nursery to help children meet other children from a range of backgrounds.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their roles and responsibilities in safeguarding children. They know the signs and symptoms that may indicate a child is at risk of harm. This includes a strong understanding on topics such as radicalisation and domestic violence. Staff know how to report concerns, including allegations against a member of staff, to the designated safeguarding lead. They also know how to contact local safeguarding partners if required. Staff carry out daily risk assessments and regularly check for hazards when they need to. For example, when children want to climb in the garden to reach things, staff step in to help and ensure their safety.

What does the setting need to do to improve?

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

- develop further staff's understanding of the curriculum to ensure they fully understand the overall aims for children's learning
- make better use of staff supervision meetings to make sure any gaps in staff knowledge and practice are fully addressed so that teaching is always of the highest quality.

Setting details

Unique reference number	EY295826
Local authority	Hampshire
Inspection number	10277534
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	47
Name of registered person	The Coach House Day Nursery Limited
Registered person unique reference number	RP525104
Telephone number	01425 657 711
Date of previous inspection	29 November 2017

Information about this early years setting

The Coach House Day Nursery and Pre-School opened in 2004. The nursery is in South Gorley, in Fordingbridge, Hampshire. Government funding for nursery education for children aged two, three and four years is accepted. The setting opens each weekday from 7:30am until 6pm, for 51 weeks of the year. There are 12 members of staff. Of these, 11 hold a level 2 or higher relevant childcare qualification.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager, senior leadership team and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through telephone discussions.
- The inspector sampled relevant documents.

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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