

Inspection of Thorney Island Nursery

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

Inspection date:

24 February 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Poor management of the pre-school by the manager and committee has resulted in significant breaches of the welfare requirements. Ofsted has not been provided with the information required to check the suitability of all committee members. While committee members have little direct contact with the children, they participate in meetings and discussions which contain personal and confidential information. Consequently, children's safety and welfare are not promoted.

Despite these breaches, children enjoy their time at nursery. They show they are familiar with the routines. For example, children know they have to wait their turn for a space at the snack table. Children engage well in their play, choosing from a wide range of activities. For instance, they enjoy being creative with the play dough. This enables children to develop their imagination.

Children learn to be independent. They are confident to ask staff for help and are also willing to have a go. For example, children learn to put on their own coats and wellington boots when getting ready to go in the garden. Children's behaviour is generally positive. They learn to share, and staff support them to talk through and resolve any disagreements. Staff teach children to respect the nursery and encourage them to tidy away resources when they have finished with them. However, the quality of children's education is inconsistent. Weaknesses in assessment processes mean that some children may not make the progress they are capable of.

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

- Children's safety and welfare are not assured. The manager, who is the nominated individual, continues to show a significant weakness in their knowledge about informing Ofsted of committee members. The manager does not ensure that suitability checks are completed for all committee members. These adults hold essential roles in ensuring staff are suitable and the nursery is run safely.
- Weaknesses in induction processes mean that new staff do not have a clear understanding of their roles and responsibilities. The manager does not recognise gaps in staff knowledge and experience. For instance, she does not ensure that induction training includes aspects that new staff lack understanding in, such as planning children's next steps. This has an impact on how well some staff support children's learning.
- Procedures for staff supervision are not effective. Since the last inspection, the manager has had supervision. However, staff have not. Staff are not all adequately supported by the manager. Professional development is varied, and the manager fails to identify meaningful and appropriate targets for all staff to

work towards. This has a negative impact on the quality of provision for children.

- Staff carry out some assessments to monitor children's development. However, the manager does not ensure that they complete the required progress checks for all two-year-old children. This means that gaps in children's development may not be acted on quickly. This does not ensure that children receive the support that they may need.
- Staff talk to children as they play. They introduce words that help children to build a wide vocabulary. Staff are eager to help children to learn and develop their ideas. They ask children lots of questions, however, some staff do not allow children the time to think and respond before they ask another question. This impacts on children's communication and language development.
- The manager and staff create a curriculum that meets the needs of most of the children. They are aware of the additional support that some children need, and have a particular focus on supporting children's emotions as part of their curriculum. For example, they talk to children every day about how they feel and have a range of resources available to support them, such as story books. This supports children to understand and develop their emotions.
- Children with special educational needs and/or disabilities receive some targeted support to meet their learning needs. Staff work in partnership with parents and with external agencies to support their progress. However, as the required progress checks are not consistently completed, any gaps in learning may not be identified promptly to ensure all children make good progress.
- Staff are positive role models. For instance, they gently remind and encourage the children to share, take turns and use good manners, such as please and thank you. Staff explain to children why some behaviours are unacceptable. For example, they talk to children about being kind to their friends and taking turns with the toys. This supports children to develop positive attitudes.
- Staff support children to take risks safely. For instance, staff guide children as they work together to build an assault course. They risk assess and help each other as they walk on planks of wood that are leaned against a crate. This supports children to develop physically and encourages children to form friendships with each other.
- Staff work closely with parents before children start. For example, parents complete 'All About Me' information regarding their families and provide family photos. Parents stated that the staff share their children's learning and development with them daily and at parents' evening. They value the support and guidance that they receive to help their children, such as support with transitions to school.

Safeguarding

The arrangements for safeguarding are not effective.

While there are elements of safe recruitment systems in place, the provider has failed to ensure all adults who have direct or indirect contact with children are suitable. Nonetheless, staff complete safeguarding training. The manager and staff

know the signs and symptoms that may indicate that a child is at risk of harm or abuse. All staff are aware who the designated safeguarding lead is in the nursery and the child protection procedures to follow. For example, they know how to make a referral about a child's welfare or an allegation against an adult. The nursery is clean and daily risk assessments are conducted.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that the nominated individual and all committee members have a full understanding of their role and legal responsibilities	17/03/2023
provide new staff with robust induction training to help them to understand their roles and responsibilities	17/03/2023
implement regular and effective supervision that provides staff with support, coaching and training	17/03/2023
ensure that all suitability checks are completed for committee members before they have access to confidential information and records about staff, children and parents.	17/03/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure progress checks are completed for all children between the ages of two and three years of age.	17/03/2023

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

- provide children with enough time to respond to questions to allow them to

process their thoughts and ideas.

Setting details

Unique reference number	113670
Local authority	West Sussex
Inspection number	10260484
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 11
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	01243 388879
Date of previous inspection	5 October 2022

Information about this early years setting

Thorney Island Nursery registered in 2004. It operates from premises on the Baker Barracks site in Thorney Island, Emsworth. 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 time only. The nursery is in receipt of funding for free early education for children aged two, three and four years. There are eight members of staff, five of whom hold appropriate early years qualifications to at least level 3.

Information about this inspection

Inspector

Nicole Atkinson

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 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff and committee members.

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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