

# Inspection of Roberts Day Nursery

84 Crasswell Street, Portsmouth, Hampshire PO1 1HT

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Inspection date: 13 April 2023

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|------------------------------|-------------|
| <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 | Good |
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and enjoy attending the nursery. They develop warm, trusting relationships with staff, which helps them feel safe, confident and excited to play and learn. Babies and younger children develop strong bonds with staff, supporting their early personal, social and emotional development. Older children behave well. They listen to staff and respond to their instructions, such as when they tidy up toys in readiness for snack times. Children learn how to be independent and manage some of their own self-care tasks well. For example, they unzip coats and hang these up on their pegs when they return from playing outside.

Children, including those in receipt of additional funding, enjoy a broad curriculum that engages and motivates them to learn. Activities are planned with children's individual interests in mind. For instance, older children enjoy being creative as they roll modelling dough into large and small balls to successfully build a snowman. Babies and toddlers explore wet and dry flour as they notice the different marks they can make with their fingers and hands. Children benefit from opportunities to hear language. They chose and share favourite books with staff, who read with enthusiasm, bringing stories to life. Children listen attentively. They turn pages to find the owl babies and their mummy and point out favourite characters.

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

- The strong management team leads the nursery well. Managers, along with the staff, have a shared vision to support the best start in life for all children. The manager evaluates the nursery well. She identifies strengths and weakness, including embedding the recent changes to the staff team. Managers recognise that a stronger focus on staff's knowledge of the learning intent for some planned activities and experiences is an area for further development.
- Children develop good levels of emotional security. They are confident to take part in new activities and persist when some learning is new or challenging. Staff recognise when children need encouragement or support, and offer guidance with sensitivity and understanding. They praise children as they attempt or master new skills to ensure that children develop high levels of self-esteem and a can-do attitude to learning. This helps children to develop the skills they need for their future learning, including their eventual move on to school when the time comes.
- Staff have established partnerships with parents, and other agencies involved in children's care, well. Parents speak positively about the nursery staff and their children's experiences at the setting. Staff use daily conversations to share children's daily activities, progress and key achievements. However, staff do not use these well-established partnerships to help parents share information about

their child's development at home to enhance children's learning and development further.

- Children's physical skills are promoted well. Staff value the importance of developing children's large and small muscle skills, coordination and active play. For instance, staff who work with babies use regular opportunities, such as 'tummy time', to help build on their core skills. Babies become confident in rolling over and pushing themselves up onto their knees, and they smile happily, relishing their new abilities. Older children benefit from fresh air and active physical play. For example, they pedal tractors around outside and develop their good coordination skills as they carefully scoop mud using toy diggers.
- The management team plans a curriculum that incorporates all areas of learning. Staff take account of children's current interests to ignite their curiosity. For example, children learn how to care for caterpillars as they learn about the life cycle of butterflies. These well-thought-out opportunities for children to learn through hands-on experiences help to bring learning to life.
- Overall, children make good progress in their language skills. Babies hear language as staff talk to them, model new words and repeat back new sounds babies make. Older children benefit from hearing new language as they share stories. Children's vocabularies are widening. However, staff recognise further focus on teaching to support some older children's speaking skills is still in its infancy.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders place a strong focus on embedding secure safeguarding knowledge across the team. Staff receive training to help them understand their roles and responsibilities to keep children safe. They know how to identify if children are at risk of neglect or harm and how to report and escalate concerns. The nursery environment is secure, clean and maintained to keep children safe. Staff ensure that children are supervised as they play indoors and outside and when they eat meals and snacks. Leaders have appropriate recruitment and vetting procedures to ensure that all staff are suitable for their roles, including on an ongoing basis.

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

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

- support all staff to have a clear understanding of the learning intent so that their teaching is consistently focused on what they want children to learn
- make better use of the systems for exchanging information with parents about children's development and help them to continue to guide their child's learning at home
- strengthen ways to help children to hear and practise using speech sounds so

that they speak with increasing confidence and make the best possible progress in their language skills.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY269750  |
| <b>Local authority</b>                             | Portsmouth  |
| <b>Inspection number</b>                           | 10281857  |
| <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 5  |
| <b>Total number of places</b>                      | 44  |
| <b>Number of children on roll</b>                  | 60  |
| <b>Name of registered person</b>                   | The E.C. Roberts Centre   |
| <b>Registered person unique reference number</b>   | RP902121  |
| <b>Telephone number</b>                            | 02392 296 919   |
| <b>Date of previous inspection</b>                 | 24 July 2019  |

## Information about this early years setting

Roberts Day Nursery registered in 2000. The nursery is situated in Portsmouth city centre, Hampshire. The nursery opens from 8am to 6pm, Monday to Friday, throughout the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are eight members of staff employed to work with the children, six of whom hold early years qualifications at level 3 or above.

## Information about this inspection

### Inspector

Tara Naylor

## Inspection activities

- This was 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 her evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection.

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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