

# Inspection of Ninny's House

St Mary Bourne Village Centre, Bourne Meadow, St Mary Bourne, Hampshire SP11 6BE

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Inspection date: 30 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## What is it like to attend this early years setting?

### The provision is good

Children enjoy attending and arrive happy and ready to learn. Strong bonds between children and staff support children's high levels of confidence and resilience. Children readily try new things and sustain their concentration well. They keep on trying when faced with challenges and do not give up. For example, a young child experiments with a spray bottle, showing determination to make this work. Their perseverance over time pays off, and they show great delight as they use this newfound skill to water the plants.

The well-planned provision for outdoor play motivates children and captivates their interests well. Staff support children's love of the outdoors through trips into the local community, such as to feed the ducks. Weekly forest school activities provide opportunities for children to solve problems and take manageable risks. Children apply their knowledge well as they create a challenging obstacle course that they negotiate skilfully.

Staff act as strong role models. They communicate consistent and clear expectations around behaviour that includes the promotion of good manners and respect for each other. Children behave well, share toys and are kind to their friends. Babies are cared for by familiar staff who are sensitive to their needs and manage their emotional well-being successfully.

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

- The owner leads an experienced and well qualified team effectively. She holds good oversight of the quality in the nursery, including staff performance and priorities that are linked to children's learning. Self-evaluation successfully identifies areas for improvement and is well informed through successful partnerships with other agencies, including the local authority.
- The well-planned curriculum is responsive to children needs and supports their good progress. Priorities are reflective of the individual needs of the children and are continually adapted to ensure good challenge. Staff promote positive messages around equality, including gender. However, they place less focus on teaching children about the lives and experiences of others outside the immediate local community.
- Staff performance is managed well. The owner acts as an effective mentor, supporting staff to gain new skills, including recognised qualifications. Ratios are met, and staff are deployed according to expertise and qualifications that are best suited to support the ages of the children they work with. Staff report favourably on workload and the good support that is given to them to fulfil their roles well. They use their good knowledge of child development to prepare children successfully for their next stages of development, including school.

- Staff support children's communication and language skills well. Children develop a love for reading and relish story times. They become captivated by animated storytelling and show an impressive vocabulary for their age. Children develop their listening skills as they hum along to classical music. They are supported to name the instruments they can hear and confidently name a range of brass instruments. Young babies giggle with delight during action rhymes, as they attempt to do the actions and say the words. All children, including those with special educational needs and/or disabilities, communicate their needs well.
- Staff manage the health and safety of the youngest children well, particularly at mealtimes. Staff robustly follow food safety advice for babies to reduce the risk of choking. All children benefit from well-balanced and healthy meal options, which are reflective of their dietary needs or preferences. Older children show good independence as they serve their own meals and tidy away the tables when they are finished. Children are well supervised while they eat.
- Partnerships with parents are effective. Staff share regular and accurate assessments of children progress with parents, including the required summary check of progress. Parents are supported to share ideas about children's learning from home, which staff use well to plan for children's individual interests. Parents speak very positively about the quality of the provision, in particular the nurturing staff team, who cares for their children well.

## Safeguarding

The arrangements for safeguarding are effective.

Designated leads for safeguarding hold good oversight of safeguarding procedures. Staff access training regularly, and they are well informed of local safeguarding priorities, including any matters that may affect the safety of children outside the nursery. Effective deployment of staff, including during outside play and at mealtimes, supports children's safety successfully. Staff place a strong focus on helping children manage risk for themselves. For example, they support children to consider how to keep themselves and their friends safe during climbing and jumping activities. The owner establishes successful working partnership with other relevant professionals. She ensures good compliance with regulations relating to food hygiene, fire safety and suitability of the premises. Staff's suitability is ensured through robust checks.

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

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

- develop the programme of learning for understanding the world so that the provision includes more diverse representations of life in modern Britain, beyond that of the immediate community.

## Setting details

<b>Unique reference number</b>	2677826
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10282205
<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>	30
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Facey, Nicola
<b>Registered person unique reference number</b>	2677825
<b>Telephone number</b>	07511 048383
<b>Date of previous inspection</b>	20 February 2023

## Information about this early years setting

Ninny's House registered in 2022. The nursery employs 15 members of childcare staff. Of these, nine staff hold qualifications at level 3 or above, including qualified teacher status, early years teacher status and two staff with foundation degrees. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melissa Cox

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the owner and has taken that into account in their evaluation.
- The owner and the inspector completed a learning walk together of the two separate nursery premises and discussed safety and implementation of the early years foundation stage curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation of a sensory play activity with the owner.

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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