

Inspection of Glenhurst Nursery & Pre-School

Glenhurst School, 16 Beechworth Road, Havant, Hampshire PO9 1AX

Inspection date: 21 July 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

Staff have warm and caring relationships with the children. They offer cuddles and reassurance to children when they need it, such as when they arrive. Overall, children behave well and understand the staff's expectations for their behaviour. For example, they remind each other of the safety rules when using mini hammers during an activity, and exclaim 'Safety first at Glenhurst!' Staff act as good role models for children. For example, they model how to say please and thank you in appropriate situations.

Children are encouraged to be creative by staff. For example, they create different creatures, such as wiggly worms out of play dough. Children enjoy taking on challenges which helps to develop their resilience. For example, they build an obstacle course out of tyres and then persevere as they try and balance their way round. Children beam in delight when they succeed at balancing all the way around. Staff begin to develop children's early mathematical skills. For example, they encourage older children to think what shape will be made if they put two semi-circles together. They eagerly agree together that it will make a circle.

Staff support children as they learn how to keep themselves safe in the sun. For example, they discuss why they might need sun cream and where they should put it on their bodies to prevent sunburn.

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

- The manager has clear aims for the curriculum that builds on what children know and can do as they progress through nursery. She has plans to develop children's learning for the later term. However, currently there are some inconsistencies in staff knowledge as some staff are still developing their understanding of the curriculum. As a result, activities sometimes are not planned precisely enough to develop children's learning and development further.
- Staff know their key children well. They know the progress the children have made and what they are working on currently. Children, including those with special educational needs and/or disabilities (SEND), make good progress in their development and are ready for their next stage in learning, such as going to school.
- Children with SEND are supported well by staff. They implement intervention groups to support their needs, such as small-group times. This enables staff to provide the focused support they need on a smaller basis. For example, children work on regulating their emotions while creating patterns and pictures out of shapes with staff. These small groups also benefit children's listening and attention skills as they develop their ability to focus for longer periods of time.

- Children begin to learn good hygiene routines, such as washing their hands before snack and lunch. However, staff are not consistent in helping children learn to manage personal hygiene habits, such as blowing their nose or learning to cover their coughs. This leads to some children, at times, having runny noses or coughing over toys.
- Staff encourage children to become curious and keen learners. They teach children to predict what they think might happen, and then to give it a go to see the outcome. For example, as children learn about floating and sinking, they test out different objects in the water. They become excited and eager to try more when their predictions come true.
- Children's language development is supported well. For example, staff skilfully introduce new words, such as 'inspirational' during children's play. Staff engage children in conversations throughout the day. They actively listen and value what the children have to say. Children are then keen to share their thoughts, feelings and ideas with staff.
- Additional funding is used appropriately to support the needs of the children. For example, the manager has purchased sensory resources to enable children with SEND to take part in activities, such as 'bucket time' to develop their listening and attention skills.
- Children who speak English as an additional language make good progress in their language development. Staff develop children's vocabulary and model how to put words into sentences. They use words from children's home languages and technology to help break down any communication barriers.
- Parents comment that they are happy with the provision and the care provided by staff. They explain there is good communication between themselves and the staff. This helps to develop good partnerships with parents.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities in safeguarding children. They know the signs and symptoms that may indicate a child is at risk of harm. Staff know how to report any safeguarding concerns to their designated lead and to relevant local safeguarding partners, should it be required. They know how to report allegations about staff practice or behaviour. Staff are aware of a wide range of safeguarding topics, such as 'Prevent' duty and county lines. The provider and manager demonstrate a secure knowledge of safer recruitment practices and ensuring the ongoing suitability of staff.

What does the setting need to do to improve?

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

- develop staff understanding of the curriculum further so teaching is focused

more precisely on children's learning and development

- review hygiene practices to ensure that staff consistently teach children good hygiene routines.

Setting details

Unique reference number	EY233222
Local authority	Hampshire
Inspection number	10296783
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	80
Number of children on roll	74
Name of registered person	Glenhurst School Limited
Registered person unique reference number	RP520725
Telephone number	02392 484054
Date of previous inspection	29 May 2019

Information about this early years setting

Glenhurst Nursery & Pre-School registered in 1999 and changed ownership in 2016. It operates from a house and a separate self-contained outbuilding in Havant, Hampshire. The setting is open from 7.30am to 6pm for 51 weeks of the year. The setting receives funding to provide free early education for children aged two, three, and four years. There are 19 staff, 16 of whom hold relevant early years qualifications ranging from level 2 to qualified teacher status.

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 setting.
- The manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the provider, manager and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.

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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