

# Inspection of The Village Nursery

Greatham Village Hall, Petersfield Road, Liss GU33 6EY

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Inspection date: 29 August 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

Leaders do not follow the correct safeguarding procedures for managing allegations against adults working with children. This does not fully protect children from harm. Staff also do not always communicate effectively when children move between the outside areas to the classroom. This means that, at times, children are left unsupervised. This does not fully enable children to develop an understanding of when they may be at risk, which compromises their safety and welfare. However, there are good arrangements in place to support children's learning and development.

Children arrive happy and keen to start their day at nursery. Staff build secure bonds with children by engaging with them during their activities. Staff support children to build on their vocabulary by describing what children are doing or asking children questions. Children respond positively to staff interactions. They listen intently as staff read stories to them, and they seek staff out when they want a cuddle.

Children are familiar with the daily routines. They line up to wash their hands, and they demonstrate good behaviour as they enjoy talking to each other and the staff while they wait patiently for their turn. Staff give children lots of appropriate praise. When children need support with managing their behaviour, staff respond promptly. For instance, when two children want the same toy, staff speak calmly to them and help them share. This helps children to develop an understanding of how to resolve conflicts.

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

- Although there are breaches of the requirements, leaders and staff ensure that children's learning is well planned so that children make good progress in their learning and development. Leaders and staff implement effective strategies to support children to develop their communication and language skills. When children point to an object, staff say the name of it. They further promote children's language skills by chatting to them during their activities and giving children time to respond with their own ideas. This helps to build on children's range of vocabulary.
- Leaders want children to feel safe, secure and supported. This is communicated to staff, who ensure that they create strong bonds with children. Staff take time to get to know each child by gathering information from parents and observing children. As a result, they talk confidently about their key children and what they want them to learn next. This also enables staff to support children to settle. When children get upset, staff give them cuddles and provide them with activities that interest them. Children respond positively to these interactions,

which helps them to enjoy their time at nursery.

- Staff regularly access training to promote the quality of their teaching, and they have a good understanding of their role and responsibilities. Staff report that they are happy working at the setting and feel supported by leaders. They feel listened to when they suggest ideas of how to make improvements, such as strengthening communication between the staff. As a result, leaders have responded positively by introducing staff meetings and social events. This helps to promote the well-being of the staff.
- Staff plan engaging activities to promote children's understanding of concepts. For instance, staff provide children with a shaving foam activity, which provides opportunities for children to learn about 'soft' and 'hard'. Children watch with fascination as they observe what happens as they play with the foam. Staff extend this activity by adding extra resources to change the colour of the foam and to enable children to make marks in it. This supports children to be creative and to develop early writing skills.
- Staff build strong partnerships with parents to meet children's individual needs. For example, they discuss children's self-care needs with parents so that the support they provide is consistent with that at home. They also work with other agencies to ensure that children with special educational needs and/or disabilities make good progress in their physical development. However, staff do not always share information with parents about how they can support their children's learning at home. This does not fully enhance children's progress.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not have a secure understanding of the safeguarding procedures they need to follow in the event that allegations are made against adults working with children. However, staff regularly complete safeguarding training. They are aware of the signs and symptoms of abuse and the procedures to follow for raising any safeguarding concerns. Staff do not always communicate with each other to ensure that they supervise children effectively. This impacts on children's safety. Despite this, leaders have robust procedures in place to recruit staff and to check their ongoing suitability to work with children.

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

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

	<b>Due date</b>
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ensure those who have a lead role in safeguarding have a robust understanding of how to respond to allegations made against adults working with children, and follow a safeguarding policy which is in line with local safeguarding partnerships	15/09/2023
ensure staff are deployed effectively so that children are supervised appropriately at all times.	15/09/2023

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

- strengthen partnership with parents and support them to become more involved in their children's learning.

## Setting details

<b>Unique reference number</b>	EY483518
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10306487
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	53
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Chiverton Nurseries Ltd
<b>Registered person unique reference number</b>	RP903270
<b>Telephone number</b>	01420538893
<b>Date of previous inspection</b>	13 September 2021

## Information about this early years setting

The Village Nursery registered in 2014. It is situated in Greatham, Hampshire. The nursery is open Monday to Friday, from 8am to 5pm, for 47 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 10 staff who work with the children. Of these, one holds a level 5 qualification, eight hold a level 3 qualification and one holds a level 2 qualification.

## Information about this inspection

### Inspector

Hayley Kiely

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager completed a learning walk of the nursery with the inspector and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.

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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