

Inspection of Cherryharbour Nursery

Childs Play, Hayling Island PO11 9DD

Inspection date: 19 December 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children happily arrive at this warm and welcoming nursery. Staff greet children and their families in a friendly manner. They take time to listen to parents and share information. Staff provide opportunities for children to find their own photo to put on their peg. Children hang up their belongings and confidently leave their parents. Staff incorporate seasonal and topical events well into nursery life. For example, they capture children's interests and set up magical scenes in the entrance of the nursery. Children laugh hysterically as they notice the elf has drawn funny faces on photos of staff.

Children know the environment well and explore it with confidence. They engage in a range of interesting and enjoyable activities that staff provide. For example, younger children delight in sensory play with sand and dough. They giggle as staff pour sand through their fingers. Older children point to different animals they see on a globe. Staff sit alongside them and extend their knowledge. For instance, staff name unfamiliar animals such as koala bears and camels. Children behave well and build positive relationships with their peers. Staff provide good support to help children manage their emotions and consider the needs of others. This helps children to understand what is expected of them.

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

- The curriculum supports all children to make good progress. Staff use children's interests to engage them in learning. For example, younger children spend time carefully wrapping dolls in blankets and rocking them to sleep. This helps to develop their imaginative skills. Staff respond positively to older children's interests. They encourage children to estimate how much rainwater they can collect and compare who has the most. Staff use these observations and plan for children's next stage in learning.
- Children with special educational needs and/or disabilities (SEND) are supported extremely well. The special educational needs and disabilities coordinator works in partnership with parents and other professionals. She ensures support is precise and consistent. Staff use highly effective strategies to help children with SEND to communicate. For example, staff help them to work through their emotions. They give them plenty of time to reflect on their feelings. As a result, children with SEND make good progress in their development.
- Staff support children to develop their communication and language skills. They develop babies' communication through simple responses and good eye contact. Younger children learn new words as they talk about 'squashing' and 'squeezing' dough. Older children explore letters and sounds during well-planned activities. Staff build on children's interests to offer extra challenges as they encourage them to learn the letters in their names.

- Children are familiar with the daily routine of the nursery. For example, they help to tidy up and sweep sand off the floor. However, at times, some routines are not well organised. For example, the transition to lunchtime is loud and distracting for children. This leads to children losing focus during story time. This does not support their listening and attention skills.
- Staff work closely with parents. They gather detailed information about children's individual needs and preferences. Staff ensure parents are kept informed about their child's time at the nursery. Parents value the settle sessions provided and say that their children have made good progress. This helps children to settle swiftly.
- Staff provide opportunities for children to develop their independence skills. Older children tidy away their toys and pour their own drinks at snack time. Staff encourage younger children to put on their coats before going outside. However, on occasion, staff are not consistent in helping children to manage their own personal hygiene, such as blowing their own nose or ensuring they use soap to wash their hands. This does not support children to learn good hygiene practices.
- The passionate manager and deputy manager are new to their roles. They receive good support from the senior leadership team. Leaders have created clear action plans for development and evaluate the quality of the provision well. Staff speak highly of the management team. They feel well supported through supervision and daily communications.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to keep children safe. Staff are aware of the possible signs and symptoms that may indicate a child is at risk of harm, including issues such as female genital mutilation and the 'Prevent' duty. Staff are confident to report any concerns about children or adults. Staff effectively supervise children and check the premises are safe and secure. Managers have robust recruitment and vetting processes in place. This ensures that adults are safe to work with children.

What does the setting need to do to improve?

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

- review and improve the organisation of daily routines to minimise the disruption to children's learning
- support staff to make better use of opportunities to help children to learn to manage their own personal hygiene.

Setting details

Unique reference number	EY553042
Local authority	Hampshire
Inspection number	10324762
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	44
Number of children on roll	86
Name of registered person	Nursery Rhymes (H.I.) Ltd
Registered person unique reference number	RP527265
Telephone number	02392462608
Date of previous inspection	6 February 2020

Information about this early years setting

Cherryharbour Nursery registered in 2017. It is situated in Hayling Island, Hampshire. It operates every day from 7.30am to 6pm all year round, except for bank holidays and one week at Christmas. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 14 members of staff, nine of whom hold an appropriate early years qualification.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- This was the first routine inspection the nursery 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 provider.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023