

Inspection of The Village Nursery

Greatham Village Hall, Petersfield Road, Liss GU33 6EY

Inspection date: 9 January 2024

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

The provision is good

Children are happy and develop high levels of confidence during their time at the setting. They form secure attachments with staff, often stopping what they are doing to greet a familiar adult from another room. Children learn how to regulate their emotions and connect with their bodies through yoga. They follow instructions and listen carefully. They stretch their bodies into various poses before practising their breathing exercises. This helps them to calm their bodies and minds and provides children with useful relaxation techniques. Children learn to celebrate themselves as they repeat, 'I am brave, I am strong, I am kind, I belong.'

Staff promote children's language and communication well. For instance, staff working with babies expose them to language as they narrate their play and repeat single keywords. Older children gain new vocabulary, such as 'squidgy', 'silky' and 'slippery', as they describe the feeling of paint on their hands. Children develop a love of stories. They regularly select books of interest, enjoying some quiet time as they study the pictures and turn the pages. This helps children become effective communicators.

Staff provide children with the freedom to learn through experimentation. This helps them become curious learners as they test out their ideas. For example, a child collects snow from the garden and considers how they might take it home. The child demonstrates confidence as they search and experiment with the resources available. They spread glue on paper before covering it with snow. They take care as they roll up their creations and place them in their bag.

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

- The manager and her team know the children very well. They create an ambitious and stimulating curriculum that prioritises children's emotional security and reflects the skills they want all children to learn. The experienced and passionate staff team updates its knowledge and skills regularly. This is reflected in the quality of teaching and the progress children make from their starting points.
- Staff promote children's learning well through good-quality interactions. They regularly test what children already know before extending learning further. For instance, during a painting activity, staff encourage children to observe the changes as they mix colours together. Children show excitement as they make 'light blue' by mixing white and dark blue paint together. Staff engage children in discussions about their findings, promoting recall and articulation. This helps to ensure that children's learning is secure.
- Children have lots of opportunities to learn about the world around them through exploration. For instance, children squeal with delight as they inspect

newly fallen snow in the garden. Children show fascination as they hold the snow and observe how it melts on their warm hands, making them wet. Staff use language such as 'soft', 'hard' and 'compacted' as children squeeze the snow and turn it into 'ice'. Children add paper to their snow play and find that snow makes the paper wet and 'soggy' and causes it to break.

- Staff provide children with a wide range of opportunities that promote their motor skills. For instance, children strengthen their hand muscles and pincer grip as they roll, squeeze, flatten and stretch play dough. Some children showcase their skills as they flip their play dough pancakes in the air and catch them on plates. Children develop their core strength and coordination in the garden. For example, they learn about balance as they walk along wide beams made from crates. This all helps to prepare children's bodies for future writing.
- Staff help children learn how to keep themselves safe. For instance, staff use the recent snowfall as an opportunity to teach children about the risks of ice. Children learn that ice is slippery and could cause them to fall. Staff encourage children as they carefully slide their feet on the icy mat to test out their new knowledge.
- Overall, children behave well. They are kind, helpful and respectful. Staff help children to develop a good understanding of the rules through modelling and discussion. For example, staff remind children to use their 'indoor walking feet' and explain why this is important. However, on occasion, staff do not respond to unwanted behaviour at the earliest opportunity. This means that some children take longer to return to their learning and can distract others.
- Partnerships with parents and professionals are effective. Staff work well with other professionals, including those who have involvement in children's learning and care. They establish a two-way flow of information, which creates a consistent approach for children, particularly those who require additional support. Parents receive regular updates on their children's progress and ways they can further support this at home. Parents speak positively about their children's learning, stating that children 'flourish' in the care of staff.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop children's understanding of right and wrong by responding to changes in behaviour swiftly and consistently.

Setting details

Unique reference number	EY483518
Local authority	Hampshire
Inspection number	10310554
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	53
Number of children on roll	48
Name of registered person	Chiverton Nurseries Ltd
Registered person unique reference number	RP903270
Telephone number	01420538893
Date of previous inspection	29 August 2023

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 11 staff who work with the children. Of these, one holds a level 5 qualification and 10 hold a level 3 qualification.

Information about this inspection

Inspector

Paula Sissons

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.
- The deputy manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the manager, staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents to gather their feedback and has taken their views into account.

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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