

# Inspection of Girls & Boys Nursery Sharps Copse

Prospect Lane, Havant, Hampshire PO9 5PE

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Inspection date: 20 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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	Not applicable

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

### **The provision is good**

Children are happy, settle well and become confident learners at this nursery. They are greeted by friendly staff as they arrive eager to start their day. Staff carefully plan an array of purposeful activities and play experiences that support children's individual learning. They know children well and ensure children's individual interests and favourite activities are fully incorporated into their day. For instance, staff recognise children who thrive during physical play. Children have ample access to the secure outdoor areas where they delight in being able to run, climb, balance, and use their imagination to create their own games with friends. These opportunities mean children are quick to immerse themselves into activities and are motivated to play. This supports children to make good progress in their learning.

Staff understand the importance of supporting children's emotional well-being. They carefully build close and nurturing bonds with children. In turn, children are confident to seek out staff for play, reassurance and support to problem solve. Staff recognise each children's unique personalities and the additional support some children need. They are responsive to all children's needs and wants. This helps children to feel safe and valued. Staff are positive role models to children. This enables children to know what is expected of them. They are kind to their friends. Staff are consistent in their approach as they support children to take turns and understand their own emotions. This contributes positively towards children's good behaviour.

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

- Staff plan and provide meaningful, and appropriately challenging learning experiences for all children. The broad and well-balanced curriculum in place gives children opportunities to build on their skills in all seven areas of learning. Staff precisely plan for children's individual next steps. They know what skills children have already learned, and what they want to teach them next and why. This enables children to continually strengthen their knowledge and prepares them for future learning.
- Communication and language are a fundamental basis for the curriculum. Staff successfully narrate children's play, hold back and forth conversations with children and introduce new words such as 'mechanic' and 'stethoscope'. This broadens children's vocabulary. Staff provide consistent, varied communication methods for children who are not yet able to verbally communicate. They use Makaton, gesture and facial expressions and are attentive to children's cues as they communicate their needs and wants. This enables all children to become confident communicators.
- Children have opportunities to develop their own ideas and interests through the broad range of play experiences within the nursery. However, on occasions, staff

do not challenge gender stereotypes. For instance, when older children gather for a focused activity about occupations, staff do not always provide opportunities for children to learn about various genders. This does not fully provide opportunities for children to learn about their diverse world around them.

- Staff have worked hard to ensure mathematics is well considered and embedded throughout everyday play experiences. Staff model counting to younger children and encourage them to count in the correct number order. Older children are captivated by planned activities that teach them other mathematical concepts such as 'over', 'under' and 'next to'. Children are developing good early mathematical skills.
- Staff ensure children are kept safe and demonstrate a secure understanding of risk assessment. However, they do not always consider how they teach children about risks or why they ask them to do things. For example, staff ask children not to climb on resources, and remind children they need to wash their hands before eating. However, they still do not provide any explanation as to what the risk is and why these things are important. This means children do not have opportunities to fully learn how they can keep themselves safe.
- Children with special educational needs and/or disabilities (SEND) are well supported. Timely referrals are made to ensure children and their families receive prompt support when needed. Staff recognise the importance of partnership working with a range of external professionals and parents. Children with SEND have individual educational plans that incorporate specific strategies given by other professionals to meet children's needs. As a result, children with SEND are supported to make good progress alongside their friends.
- The manager is dedicated to reaching families and developing an open, supportive relationship with them. Parents, including those who have children with SEND, speak highly of the care and learning experiences their children receive. They are highly complimentary of the personalised support they and their children receive.

## **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:**

- strengthen staff's understanding of how to promote equality and diversity and avoid gender stereotypes in their interactions with children
- support staff to further develop children's understanding of risk and how to keep

themselves safe.

## Setting details

<b>Unique reference number</b>	2721773
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10327435
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Girls & Boys Nursery Limited
<b>Registered person unique reference number</b>	RP561881
<b>Telephone number</b>	02392 485182
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Girls and Boys Nursery Sharps Copse registered in 2023. It is located in Havant, Hampshire. The nursery is open Monday to Friday from 8am to 4pm, term time only. The nursery employs 11 members of staff, of whom nine hold early years qualifications at level 3 or above. The provider receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie Moir

## 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 nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of children taking part in a group time activity.
- The inspector observed the interactions between the staff and children.
- Parents and carers shared their views of the nursery 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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