

Port Solent Day Nursery

David Lloyd Leisure, The Boardwalk, Port Solent, PORTSMOUTH, PO6 4TP

Inspection date	21/11/2013
Previous inspection date	20/03/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The management team staff comprehensively understand their responsibility for safeguarding children. They follow well-planned systems to ensure staff maintain high levels of knowledge and effectively know all procedures.
- Staff maintain highly effective levels of supervision at all times and meticulously follow well-established routines to help ensure children's safety and security.
- All staff sensitively support children's individual needs for care and this promotes children's emotional development extremely well.
- Staff plan an excellent mix of adult-led and child-initiated play. Therefore, children are highly motivated and eager to learn.
- The quality of the teaching is consistently inspirational. Staff assess children's progress precisely at all levels. Therefore, children make extremely good progress

- Staff miss opportunities to strengthen the planning for seasonal events and festivals. This means they do not fully maximise children's learning about family traditions or special events.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector arrived and showed identification documents
- The inspector spoke with the senior staff, the manager, and the training and development manager to explain the inspection process.
- The inspector observed the children and the staff during activities and daily routines and gained evidence through discussion and viewing a range of documentation.
- The inspector spoke with parents and carried out a jointly observed activity with the manager.
- The inspector provided feedback and gave the inspection judgements.

Inspector

Christine Clint

Full report

Information about the setting

Port Solent Day Nursery registered in 2001 as part of Asquith Nurseries Ltd. It operates from a self-contained unit within the David Lloyd Leisure Centre in Port Solent, Hampshire. The nursery is open from 7.30am to 6pm, Monday to Friday for 51 weeks of the year. An integrated crche is open from 9am to 11.30am and 1pm to 3.30pm, Monday to Friday. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged three and four years. There are currently 106 children on roll; all within the early years age range. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who learn English as an additional language. A team of 19 staff work with the children, including the manager and the cook. Of these, one holds Early Years Professional Status and 15 other staff members hold National Vocational Qualifications in childcare and early years learning at level 3. The nursery has a number of supply staff. The setting receives training support from the Asquith Nurseries training and development manager.

What the setting needs to do to improve further

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

- strengthen the planning of seasonal events and cultural festivals so that activities fully represent the family traditions of the children attending.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff have very high levels of enthusiasm and interest in children's play and learning. Their dedicated involvement with activities and their reflective practice during daily routines consistently raises the quality of teaching. Staff and managers show expert knowledge of the areas of learning; they provide a highly effective and well-planned balance of adult-led and child-initiated activities. These activities continually engage children and create opportunities for choice and decision making. Therefore, throughout their time in the nursery children have wide and varied learning experiences. For example, confident older children talk about the word rhythms they have practised during the morning, by saying animal names and counting the beats in the word. They spend time practising these rhythms by banging on drums and children recall the details very well by remembering how many beats there were in the word 'monkey'. Children talk about the musical sounds they have made and this prompts them to remember and recall previous games in the dance studio. Children are very skilled in using speech and language to explain their thinking.

Staff are motivational in their continual engagement with children and they are highly skilled at encouraging all children to take part at group time. Children learn about the weather and the season. They count each other and use the registration board to confirm who is present. Staff take every opportunity to encourage children to think and compare. For example, they use problem solving tactics with children to work out if all the children's names are displayed. Children rise to the challenge and respond impressively, listening to the first letter of each other's names and recognising them immediately. Children sing with enthusiasm and clearly know the words and actions to songs. They use shakers to take part in responding to the beat of the music. Children rapidly extend their learning by automatically and independently using the interactive white board. They know how to use their hands to enlarge and shrink the dinosaurs on the screen and they search for the words that correspond with the pictures. Staff readily build on children's spontaneous efforts by interacting with them to extend their learning.

Staff meticulously prioritise the individual needs of children learning English as an additional language. They are motivational in gaining information from parents and they display words they can use in children's various home languages. Staff provide books and stories in other languages and they have made books with maps to show children where their home country is in the world. These purposeful and visual systems widen children's understanding of other parts of the world. Staff successfully plan many activities to link with seasonal events; however, they do not extend this planning further to fully develop cultural celebrations for individual families attending.

Staff provide extensive opportunities for younger children to have freedom of movement and choice. Therefore, children are keen to explore and show high levels of curiosity at all times. Children regularly and independently play outside and staff constantly supervise their movements. Children clamber on the apparatus and learn to balance on different levels. They play for extended times in the water trough and dig and shovel the sand. Children use the large chalk board to make a wide variety of marks and competently wash these off using water. Staff fully support the early learning of babies and toddlers and this effectively helps them to acquire communication and language skills from the start. Babies and toddlers respond fully to the close attention of staff and they relish the opportunities to develop their movements and experience natural play materials.

Staff show exemplary knowledge and instantly recognise children's achievements. They provide regular and precise assessments to show this progress. These assessments help staff to plan for children's next steps in development and successfully provide parents with written progress reports for their children aged two years. Staff share daily verbal exchanges with parents, they record details of children's outstanding progress and meet with parents on a regular basis. This ensures that parents are fully and frequently informed about their children's progress and have many opportunities to contribute to children's learning. These excellent monitoring systems ensure that any gaps in children's progress are closing rapidly.

Older children constantly increase their independence by enthusiastically making decisions when they follow the daily routines. For example, children naturally and willingly respond to the challenge of serving themselves at lunch time and they very capably manage to clear away their plates. Children show accomplished skills of listening and understanding;

they are substantially increasing their levels of concentration, which fully prepares them for their future learning.

The contribution of the early years provision to the well-being of children

The nursery managers and staff work harmoniously together and they are highly skilled in sensitively responding to children's needs at all times. This consistent and dedicated level of care extensively develops children's trust and securely increases their emotional attachment. Staff nurture younger children to fully encourage their settling and all staff demonstrate high levels of commitment to promote children's security and safety. They unreservedly respond to meet children's individual needs at all times. The highly motivated responses from all staff reassure children and this results in children developing highly positive relationships. Older children have well-planned daily routines as well as freedom to make choices and decisions. This extensively encourages children's growing independence and actively builds their levels of confidence.

Staff are very well-deployed and show an exceptional understanding of protecting children and ensuring their safety. For example, they precisely follow the nursery systems for signing in and out of each nursery room and recording the time. This fully supports and maintains the high ratios of adults to children and increases opportunities for staff to role model positive behaviour. Children's behaviour is highly impressive and staff use praise to inspire children and encourage their continual efforts. For example, as children serve their own meals at lunch time, staff skilfully acknowledge their success and offer suggestions to support children's actions. This increases children's self-esteem and their determination to succeed.

Staff promote children's understanding of healthy lifestyles extremely well, supporting them in many ways. They follow a 'healthy challenge' topic and children show how well this has enabled them to recognise and name foods that are healthy and unhealthy. Children wash their hands frequently and especially after outside play and toileting. Older children understand how important hygiene is to prevent germs and this includes learning to regularly keep their teeth clean. Children have ample space and opportunity for daily exercise and fresh air. They have opportunities to attend swimming sessions weekly in the adjacent sports centre, to increase and develop their physical strength. Children learn about keeping warm in colder weather, they frequently and successfully practise changing their shoes and managing their coats. Children use play equipment continually and naturally, for example, managing tools highly effectively as they dig or use larger brushes for painting with water. Children relish opportunities for being active and they also learn to recognise when they are tired and need to rest. Staff fully encourage children to use the sleeping or resting time to replenish their strength and sustenance. They spend time quietening children individually to develop children's understanding of how rest and relaxation time promotes their health and well-being.

Staff include local walks for children and these outdoor opportunities for physical exercise substantially benefit children's understanding of safety in the community. They learn about being responsible when walking close to cars and walking near water. Children learn to

listen and follow staff instructions, they understand the need to wear high-visibility jackets to enable staff to see them and this supports children's growing understanding of safety. Children show they are capable when they use steps to safely reach their coat pegs; they demonstrate substantial skills of managing safe routines and competently practise using a range of larger utensils, for example when serving their own lunches.

The nursery environment is fully stimulating both indoors and outside. Staff inspire and challenge children through their close involvement in play. They also provide very accessible resources and skilfully planned learning opportunities that support children's all round learning.

The effectiveness of the leadership and management of the early years provision

The nursery leadership is highly successful in fully meeting the needs of children, parents and staff to create harmony across the setting. There is extensive and dedicated support from the wider management to continually improve the provision through regular and effective training. In this way all managers and staff show a very clear understanding of their responsibility to encourage children's learning. Their knowledge, experience and enthusiasm are motivational. There is a very high quality of professional management and supervision for all staff, which encourages exemplary teamwork and information sharing. There are rich, varied and imaginative ideas for widening children's experiences and developing their competencies. The provider has developed very comprehensive systems of assessing children's progress and staff use these methods to successfully close any gaps in children's learning.

The provider has established rigorous employment processes and there are detailed records in place to show the suitability of all staff. There are fully embedded systems of induction for new staff and very regular staff appraisals. These well-organised systems promote staff in understanding their responsibilities and priorities, especially in safeguarding children at all times. All staff attend child protection training and they have a precise understanding of their responsibility to raise any concerns. They demonstrate a confident and unquestionable approach to prioritising children's needs and maintaining their welfare. Staff have very regular supervision and the provider ensures that training opportunities are fully available and flexibly planned and managed. This ensures that all staff have ongoing opportunities to increase or update their knowledge and understanding.

The provider continually reviews all policies and procedures and in this way the manager and staff maintain an up-to-date knowledge of current practice. There are rigorous routines for assessing risks and hazards. For example, the coded entry doors and the surveillance cameras in the outside play area provide high levels of security for children at all times. Staff very effectively supervise and promote children's safety because there are high ratios of staff to children in each nursery room.

The provider consistently encourages parents and staff to give opinions and evaluate the

daily provision. This open system of sharing information and ideas across the nursery rooms encourages all staff to aim to make improvements to benefit children's play and learning. For example, staff regularly evaluate children's activities and movements to track how often children use various resources. This provides clear information for staff to change areas and alter the position of resources to making improvements and develop children's interest. In this way staff show they are constantly appraising and re-organising to stimulate children's learning through play.

Parents are enthusiastically welcomed into the nursery and they show strong levels of confidence in liaising with the key persons involved with their children. Staff use highly effective systems to develop close relationships with families from the start. They encourage parents to provide a wide range of information to help them know and build relationships with children. This information also helps staff to plan learning opportunities and activities to meet children's individual needs and promote their progress. Parents regularly contribute to children's records of progress through the comments they add to the termly assessments. They show their support for the next planned steps in development that staff identify. In this way parents and staff successfully work together. Families show delight in taking part in the nursery open days and they readily bring extended family members to visit. The manager shows extensive professional knowledge and a significant ability to link with other agencies to support children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY286558
Local authority	Portsmouth
Inspection number	940845
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	106
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	20/03/2013
Telephone number	02392 372 298

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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