

Spoonbill Under 3's

6 Shackleton Road, GOSPORT, Hampshire, PO13 9SG

Inspection date	24/09/2014
Previous inspection date	20/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff are very sensitive and children form secure emotional attachments, providing a strong base for children's learning and well-being.
- Staff give tailored support to each child. Children make good progress given their starting points, including children learning English as an additional language.
- Staff work closely with parents and others involved in children's care and learning to meet each child's individual needs well.
- Staff provide a rich and varied learning environment that sparks children's interest and enthusiasm to play and explore.
- Management effectively oversees the robust systems for the safe and successful running of the nursery and brings about continuous improvements for children.

It is not yet outstanding because

- On occasions, background music is not always used purposefully and does not promote children's listening skills highly effectively.

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.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documents, including children's records, risk assessments, self-evaluation records, policies and procedures, and feedback from parents.

Inspector

Jacqueline Munden

Full report

Information about the setting

Spoonbill Under 3's registered in 2008. It is a community group that is one of the childcare services operated by the Naval Under Fives organisation. The provision is predominantly open to Tri-service personnel, however also accommodates civilian children from the local community. The group operates from the ground floor of a naval property on a residential housing estate in the Rowner area of Gosport in Hampshire. There is a fully enclosed rear garden area available for outside play. The nursery is registered on the Early Years Register and there are currently 11 children on roll. There are four staff employed to work with children including the manager, all of whom hold recognised childcare qualifications at level 3. The nursery operates weekdays 7.30am to 5pm, for 44 weeks of the year. The group has arrangements in place to support children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- keep background noise to a minimum in the nursery, for example, by using music briefly or for particular purposes, to promote further children's listening and attention skills.

Inspection judgements

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

Children and babies aged under-three years are happy and settled as they explore the wide range of activities and resources available at all times. Children are confident in exploring these, which means they take the lead in their learning and enjoyment. For example, children developed control of their bodies increasing their coordination skills as they held paintbrushes and dipped them in the saucers of paint. They experimented with their movements and the paint affects as they made small precise tapping actions and big, sweeping actions spreading the paint over the paper. As a result, children are confident to try new things and develop their creative skills.

Staff use good teaching techniques and deploy themselves effectively. They focus on building children's confidence while developing their language skills. Children were enthralled as staff opened a large suitcase filled with various materials and objects. The children set about exploring the different textures and sounds of them encouraged by staff who asked questions to think about what they were doing. Children excitedly used many words to describe the paper as, 'Shiny', and the feathers as, 'Soft'. Staff use opportunities

as they arise to promote children's interests and skills further by stepping in when appropriate. For example, as children carefully examined the empty egg box, staff suggested counting the spaces, which promotes children's mathematical skills. Children showed determination as they worked out how to get the large piece of paper into the small envelope, showing they are thinking about how to solve problems. Children fitted one container inside another and enjoyed the sound it made when they shook it.

Staff use knowledge gained through training and from outside advisors to further this. Staff share information well with parents about how they can continue to support their child's learning at home. Many parents are engaged in this and borrow books and activity boxes to share with their child at home. For example, they can take home a box with modelling dough, tools and cutters. It includes the recipe for making the dough at home so that parents can continue to provide it for their child themselves. Written information in some of the boxes, explains to parents what their child is learning from the activities.

They make regular and accurate assessments of children's levels of development and use these to help them move each child on. All the assessments, including the progress check for two-year-old children, is used to make sure each child promptly gets any additional support they need. As a result, children make good progress in all areas of learning in relation to their starting points. On occasions, staff play music as children play. This sometimes acts as a distraction and interrupts children's concentration to what they are doing. This means that staff are not promoting children's listening and attention skills highly effectively.

Children with special educational needs and/or disabilities receive effective support according to their needs, as agreed with other professionals involved in their care and learning. Staff use pictures to show the routines with children that have communication difficulties. Staff support children learning English as an additional language very well. They learn and use words in children's home languages so children are secure in using their first language and feel valued.

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

The effective key-person system plays a key role in ensuring all children are happy and settled. Staff have a good knowledge of the children's backgrounds, the professionals involved in their life, and the children's specific needs. Staff support children's emotional well-being effectively. Babies show they feel safe and secure as they reach for their key person as they happily arrive at the nursery. The majority of children are from families whose parents are in the military. Staff are very sensitive to the added stresses that this can bring. Staff help children to make cards and send parcels to their parents. Children relish looking at and talking about the displays of photographs and the letters parents send to their children via the nursery. As a result, children display a great sense of belonging and confidence. Children's personal routines and needs are met effectively. For example, staff sit with the children at meal times to offer support as needed while encouraging them to feed themselves, which helps them become independent.

Children spend much of their time outdoors, which helps promote their health and well-being. They build strong muscles as they bounce on the trampoline and coordination as they pedal bikes. Staff teach children about healthy lifestyles well as they talk about foods that are good for them and encourage the children to drink frequently so they remain healthy. Staff are working with parents, suggesting they provide healthy food and drinks in their child's lunchboxes. Children follow effective hygiene routines, washing their hands before eating and putting their hands over their mouths when they cough. Staff teach children how to keep safe as they explain the importance of sitting down when they eat. Staff provide a stimulating environment where children can play and learn. The rich and varied play areas, with well-chosen play resources, support all areas of children's learning and development.

Staff are good role models helping children to learn good manners and to respect each other. Most children respond well to the consistent reminders to share and take turns, and those still learning are supported kindly and calmly. Staff prepare children well for their future learning whether they move to the organisation's nursery for older children or to another setting when they reach three years. This is because children learn positive skills and attitudes to exploring and learning; build friendships and begin to learn the skills needed to take care of themselves. Staff form strong links with any other provider a child attends or moves on to.

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

There is a clear and effective management structure within the organisation. Management has a secure understanding of the safeguarding and welfare requirements and has robust arrangements in place for safeguarding children. The manager and her staff team respond promptly and effectively to any concerns that arise, working with outside agencies where necessary. All staff have a secure knowledge of the child protection procedures to follow should they have a concern regarding a child. They update their child protection training regularly to ensure they operate in line with current guidance. Thorough vetting, induction and supervision systems help to make sure all adults connected to the nursery are suitable and understand their roles and responsibilities. The enthusiastic manager and staff receive lots of encouragement and support to increase their professional development continuously. This has a positive effect on children's progress. Staff are alert and undertake continuous and rigorous risk assessments and take effective steps to keep children safe.

Management has a secure understanding of the learning and development requirements. They use effective systems to track and monitor the educational programmes and the progress children make. The whole staff team is involved in evaluating all aspects of the nursery. Feedback from parents and the local authority is welcomed. The manager uses an action plan to help plan and bring about many improvements that benefit children greatly. For example, the range of resources now includes many natural materials and the garden is undergoing development. New physical equipment includes a low-level ramp with different angles for children to negotiate, which helps to build their muscles and

control of their body.

Staff develop strong partnerships with parents, which benefits children greatly. Parents report their children are making good progress in their learning and development. They state that, 'As a naval family we get great support in dealing with the times we spend apart'. Parents comment that babies have settled quickly and look forward to coming to nursery. Staff work closely with other professionals and agencies involved in children's care and learning to deliver a consistent approach. This has a positive effect on each child's welfare and learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY374116
Local authority	Hampshire
Inspection number	844382
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	10
Number of children on roll	11
Name of provider	Naval Under Fives (Eastern Area) Committee
Date of previous inspection	20/10/2008
Telephone number	02392 580 515

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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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