

Portchester Campus Day Nursery

Portchester Community School, White Hart Lane, Fareham, Hampshire, PO16 9BD

Inspection date	14/10/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children are secure and feel a sense of belonging, fostered by consistent care from staff who are sensitive to children's individual needs.
- There is a good key-person system in place and children build trusting relationships with their key person. This relationship helps children to develop good levels of self-esteem and confidence, preparing them well for their next stages in learning.
- Staff are fully committed to ensuring all children and their families are valued and welcomed within the nursery.

It is not yet good because

- The systems in place for observation and assessment of children's progress do not reflect the knowledge, skills and understanding children have gained since starting at the nursery.
- The next steps in learning for each child are not effectively linked into the planning. Therefore, they do not fully promote children's learning and development needs.
- Staff do not consistently skilfully question children during some activities, to fully promote learning or give them time to think and respond, and therefore the quality of teaching is variable.

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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environments of both the nursery and pre-school.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector invited the nursery manager and pre-school manager to carry out a joint observation.

Inspector

Alison Large

Full report

Information about the setting

Portchester Campus Day Nursery registered in 1994 and is managed by a community management team. It is situated in the grounds of Portchester Community School, of which it is a part. The provision consists of a full day-care nursery, Little Stars preschool and a holiday club. All children have access to fully secure outdoor play areas. The day nursery is open Monday to Friday, 8am to 6pm for 51 weeks of the year. The nursery currently has 79 children on roll and is in receipt of early education funding for two-, three- and four-year-old children. The Little Stars preschool is situated on a separate part of the campus to the nursery; they currently have 25 children on roll and are in receipt of early education funding for two-, three- and four-year-old children. The preschool operates Monday to Friday 9am to 3pm during school term-time only. The holiday club operates during school holiday periods and is open from 8am to 6pm, excluding Bank Holidays. Children are able to attend the settings for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children learning English as an additional language. There are 16 staff employed to work with the children. All staff have relevant early years qualifications, including three staff who hold early years degrees.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the observation, assessment and planning system to make sure it is precise, and used effectively to plan challenging and tailored activities for all children in all areas of learning
- improve staff's skills and knowledge in the quality of their teaching to ensure they consistently demonstrate a secure knowledge of how to promote, and improve children's learning and development.

Inspection judgements

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

The staff are welcoming to the children, who arrive happily at the nursery and the pre-school. Children quickly settle into the daily routine. Staff, in both the nursery and the pre-school, provide bright and child-friendly areas for children to play and learn where they develop confidence and self-esteem. Babies in the nursery have opportunities to explore resources with their senses. They touch and handle resources to discover how things make a variety of noises and have different textures. The staff help them to learn to climb and practise a range of movements safely. Staff encourage them well and, as a result,

babies become confident in their surroundings. Opportunities for all children to be outside, developing physical skills and their understanding of the world, are fostered through regular use of the nursery and pre-school outside play areas. Children particularly enjoy this environment where they benefit from fresh air and exercise in all weathers. They jump in muddy puddles, make 'cakes' in the role-play area, play with the cars and enjoy water play. However, the nursery garden is not set up before children go out to play. This means that staff miss opportunities to interact with children and extend their learning as they are busy tidying up from the previous day and setting up the equipment. Children use their imaginations and create role-play games, excitedly talking to their friends and using the different resources in their play. Children become aware that written words have meaning, for example, as adults sit and read books with them. Children's mathematical skills are developing as they talk about shape and size when playing with the dough. They sing various number rhymes. Children are learning to count confidently during their play; they count how many 'cupcakes' they have made or how many pieces of chalk they have. Some are starting to recognise shapes and name colours.

Monitoring systems for planning and assessment in the nursery and the preschool are not efficient. Staff do not complete and maintain the observation and assessment records effectively to show the progress children make. The records are inconsistent and not monitored effectively by the management team to ensure staff are tracking children's learning and development accurately. The planning for children's learning is not based fully on the children's needs; there are few learning objectives and no identified challenges linked with children's individual ages or stages of development. This has an impact on the progress children can make towards the early learning goals. The educational programme is not used effectively to ensure children's interests and capabilities are planned for to make sure a good level of challenge is provided. Staff understand the seven areas of learning and how children learn but; the quality of teaching is inconsistent and not all areas of learning are well promoted. Staff sit with children and most engage in conversations with them well. For example, there are discussions about birds, swimming and the weather. Consequently, some staff promote children's language skills well overall, to extend their thinking, creativity and communication skills. However, other staff miss opportunities to question and use discussion to extend children's learning further during activities.

The nursery and pre-school have implemented the required progress check for two-year-old children, and shared the information with parents. Staff keep parents informed about the life of the nursery and the pre-school via information displayed on the notice boards, and through daily verbal feedback. Parents report they are very happy with the care offered to their children.

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

Children are secure and safe in the nursery and pre-school, and feel a sense of belonging, fostered by consistent care from staff and a variety of resources. Children are happy and confident as staff are sensitive to children's individual needs. There is a good key-person system in place and children build trusting relationships with their key person. This

relationship helps children to develop good levels of self-esteem and confidence, preparing them well for their next stages in learning. In the baby room, the key person offers lots of cuddles and reassurance. As a result, babies are comforted and attentively explore their environment with this support. Older children confidently inform staff of their needs when engaging in activities. Children play happily alongside each other, and staff support them in learning turn-taking skills as they share the resources. Staff help the children learn about keeping safe and are effective in supporting children's growing understanding of how to behave in order to keep themselves, and those around them, safe. For example, staff explain to children why it is not safe to run on the wet grass as they may slip and fall. Very good systems are in place for behaviour management and there is a thorough behaviour management policy in place. Staff are good role models and ensure children know right from wrong. Children are developing positive relationships with each other, and interact well together to develop their personal, social and emotional development.

In the nursery, children enjoy a variety of healthy and nutritional meals, which are freshly cooked on the premises. At snack times children are offered a variety of options including fresh fruit and vegetables. Systems are in place to inform staff of any health or dietary issues the children may have. Staff keep thorough records of any accidents and incidents as part of their safeguarding measures to protect children's well-being. Staff teach the children appropriate hygiene routines and how these contribute to their good health. They encourage the children to take responsibility for their own personal needs through everyday routines. Children are encouraged to wash their hands following a visit to the toilet or after messy play and most children do this independently. Children spend time outdoors everyday, which benefits their good health. They enjoy fresh air and exercise as they use the outdoor environments. Drinking water is available indoors and staff remind children to drink frequently when they have been running around or when the weather is hot.

Staff are effective in helping children prepare for moves within the nursery and into their new schools so they feel happy and secure. Children are able to visit their new rooms before they move in and staff keep parents well informed of the process. This helps children gather confidence and familiarity. The nursery and pre-school develop good relationships with the local schools the children will move on to. This helps to ensure that children have a successful progression into school. Staff support the children as they develop their independence and gain the skills needed to be ready to move on. This approach helps the children feel confident when they ultimately transfer to school.

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

The monitoring of the educational programmes is not consistent to ensure the planning fully includes individual children's learning needs. Safeguarding procedures are strong. Staff have a secure understanding of their role and responsibilities concerning safeguarding; they are aware of the procedures for dealing with any safeguarding concerns to help them to protect children. The staff also ensure access to the premises is kept secure and that all staff, children and visitors are signed in when inside the setting.

Clear procedures are in place for the recruitment and vetting of new staff and this helps ensure all adults working with the children are suitable to do so. A comprehensive range of policies and procedures is in place, including a thorough safeguarding procedure. All staff take responsibility, and use vigilance, to protect children's health and safety in each room as well as outside. The nursery and preschool promote equality and diversity well. Children are provided with an inclusive environment and they learn about valuing each other's differences. Systems to monitor and identify the strengths of the provision, and areas for development, are in place.

The leadership team uses robust recruitment, and vetting procedures to appoint staff and to ensure the staff are aware of their roles and responsibilities. The leadership and management team also ensure a detailed 12-week induction period is implemented. During this period staff are supported to become familiar with all policies and procedures. This means they have a clear and secure understanding of supporting children's learning and care. The staff appraisal system helps to ensure staff access some training courses to support their professional development, and staff are clear about their roles and responsibilities within the nursery and preschool to promote children's welfare.

Both the nursery and preschool have a good partnership between staff and the parents. Parents are supportive of the staff team and comment on how helpful, friendly and caring they are. Staff provide a good range of information for parents, which includes the nursery's policies and procedures. A website is available, and notices are displayed, providing good general information on aspects of the early years learning as well as details about children's activities. Staff are fully committed to ensuring all children, and their families, are valued and welcomed within the nursery. Arrangements are in place to liaise with other providers of settings the children may attend to share information about their learning to support continuity for each child.

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	110030
Local authority	Hampshire
Inspection number	835842
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	59
Number of children on roll	104
Name of provider	Portchester Community School Governing Body
Date of previous inspection	not applicable
Telephone number	02392 364349

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

