

Portchester Day Nursery and Little Stars Pre-School



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

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| Inspection date | 25 September 2015 |
| Previous inspection date | 14 October 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The quality of teaching in both the day nursery and pre-school is good. Staff are highly skilled early years practitioners. They have an in-depth understanding of how to support children's learning through fun, well-planned and practical activities inside and outside.
- Children are clearly very happy and settled in the day nursery and pre-school. Relationships between children and staff are very strong. Staff know each of the children exceptionally well and consistently provide for their individual needs.
- The leadership team is highly effective and has taken concerted action since the last inspection to make improvements. Systems to plan for children's learning and measure their progress have been significantly improved.
- Children's welfare is given high priority. Staff are extremely vigilant and protect children at all times. As a result, there is an exceptionally warm and homely atmosphere in both the day nursery and pre-school.

It is not yet outstanding because:

- Systems to check how well groups of children make progress are still very new. This means staff cannot yet see whether any children are making faster or slower progress than others.

What the setting needs to do to improve further

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

- continue to make use of the new systems for checking how well children are learning, to ensure staff can closely monitor whether any children, or groups of children, are making faster progress than others.

Inspection activities

- This inspection evaluated the provision and support for children's care and learning in the day nursery, and pre-school. The holiday club provision was not inspected on this occasion.
- The inspectors observed the quality of teaching, both inside and outside, at both settings.
- The inspectors talked to staff about their knowledge and understanding of safeguarding arrangements and what they do to keep children safe.
- The inspectors carried out joint observations with senior staff to assess the quality of teaching.
- The inspectors talked to the leadership team about the improvements they have made since the last inspection and how they continue to identify ways to develop the provision.
- The inspectors talked to children and asked them what they enjoyed doing at the day nursery and pre-school.
- The inspectors sampled a range of documentation, including checks to ensure that staff are suitable to work with children, training records, safeguarding reports, improvement plans and records of children's progress.

Inspector

Jo Caswell HMI and Gill Wallace

Inspection findings

Effectiveness of the leadership and management is good

The expertise of the staff team has made a significant difference to the quality of teaching. Improvements have been made at a fast pace. Staff are highly skilled in reflecting on their practice and identifying new ways of working. External audits on the quality of provision recently raised recommendations about the range of resources available. The leadership team has responded to this and made relevant changes. Safeguarding arrangements are effective in both settings. Regular staff supervision, team meetings and professional training contribute to the high standards of practice and continual improvements being seen. A particular focus on supporting boys' learning and extending support for children's language development has been especially successful. Partnerships with parents, schools and other professionals are highly effective.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy their time in the day nursery and pre-school. They benefit from high quality learning experiences which challenge them and help them to make progress in their learning. Concerted action has been taken to support children's language and communication skills. Pre-school children thoroughly enjoy using 'talking tubes' to discuss items they have brought from home. Children in the day nursery have good support in developing language skills. The use of signing, photographs and good amounts of individual attention from staff help children to convey their needs well. The support for children's learning inside and outside is good. Resources are plentiful and include many everyday items children are familiar with. For example, mud kitchens and role play areas contain real food and utensils which children thoroughly enjoy playing imaginatively with. Staff deployment is excellent and this means all children benefit from consistently good teaching to support their learning.

Personal development, behaviour and welfare are good

Babies and children benefit from close relationships with the staff. As a result, they feel emotionally secure. Throughout the daily routines, children develop confidence and high levels of independence. They clearly understand acceptable behaviour codes, through relevant strategies such as the Behaviour Rainbow and setting their own 'rules'. Children share and take turns well and their views are regularly acted upon by staff. Good attention is given towards helping children understand how to play safely and to take measured risks. For example, they show increasing skill as they manage challenging obstacle courses in the gardens. As a result, children develop the skills they need to help them in their future learning.

Outcomes for children are good

Funding is used well to train staff appropriately so that all children's learning needs are planned for. Recent monitoring identified some assessments were not always accurate. Relevant changes have now been made to ensure any gaps in children's learning are planned for and will now be closely monitored.

Setting details

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| Unique reference number | 110030 |
| Local authority | Hampshire |
| Inspection number | 1007620 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 11 |
| Total number of places | 60 |
| Number of children on roll | 69 |
| Name of provider | Portchester Community School Governing Body |
| Date of previous inspection | 14 October 2014 |
| Telephone number | 02392 364349 |

Portchester Day Nursery and Little Stars Pre-School have both been registered since 1994. They are located on two separate sites within the grounds of Portchester Community School. The school's governing body has overall responsibility for both settings. The registered provision consists of a full day-care nursery (Portchester Day Nursery); a pre-school (Little Stars Pre-School) and a holiday club (OSCAS) for children aged five to 11 years. The day nursery is open Monday to Friday, 8am to 6pm, for 51 weeks of the year. It accepts funding for children aged two, three and four years. Little Stars Pre-School also provides funded early years provision. The pre-school operates Monday to Friday, from 8am to 4.30pm during school term-time only. The holiday club operates during school holiday periods and is open from 8am to 6pm, excluding bank holidays. All settings support 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, and three staff hold early years degrees. One staff member holds Early Years Professional Status.

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