

# Spoonbill Under 3's

6 Shackleton Road, Gosport, Hampshire, PO13 9SG



<b>Inspection date</b>	11 December 2017
Previous inspection date	24 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Management shows a strong commitment to ongoing professional development and to continually improving practice. The manager successfully leads an enthusiastic team, and all staff have a clear understanding of their roles and responsibilities.
- Caring and attentive staff provide a warm and welcoming environment, where children form close relationships with staff and each other. Children are happy, relaxed and feel safe and secure.
- The manager effectively monitors and tracks the progress of individuals and groups of children. This helps to ensure that she swiftly identifies any gaps in their learning and seeks further support if required. All children, including those learning English as an additional language, make good progress from their starting points.
- Management and staff develop good partnership working with parents and other childcare settings. This helps to ensure that they meet children's individual needs well.
- The manager and her staff ensure that the premises are safe, and that children receive good levels of supervision to help reduce the risk of incidents and accidents.

### It is not yet outstanding because:

- On occasion, some staff miss good opportunities to extend children's learning further. For example, they do not introduce new vocabulary during activities or ask children to predict what may happen next.
- At times, staff do not recognise when children need further support during their self-chosen play, to develop their learning even further.

## What the setting needs to do to improve further

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

- make the most of all opportunities to build on children's vocabulary and extend their thinking skills
- ensure that all staff are able to recognise when children need further support during their chosen activities, to help develop their learning to the highest levels.

### Inspection activities

- The inspector looked at parental feedback, spoke to parents and took account of their views.
- The inspector completed a joint observation with the manager, and discussed children's learning and development.
- The inspector held discussions with the manager, the nursery coordinator, children and staff, at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, records for children and evidence of the recruitment and suitability checks of staff.
- The inspector observed the quality of teaching during activities across the day, and assessed the impact on children's learning.

### Inspector

Sarah Denman

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good awareness of the procedures to protect children if they have any concerns about their welfare. Management follows rigorous recruitment and induction procedures and ensures that all staff are suitable for their role. The manager successfully uses a variety of initiatives to engage with parents. For example, the idea of a deployment box enables military parents to create keepsakes and share experiences with their children while working away for extended periods. Parents make positive comments regarding the deployment boxes, as well as the secure online systems for documenting children's learning and development. For example, they express their gratitude that staff keep them abreast of their children's progress while they are serving away.

### Quality of teaching, learning and assessment is good

Staff know the children very well. They make good use of accurate observations and assessments of children's progress, to successfully plan for their next steps in learning. Children receive good opportunities to express themselves. For example, they explore musical instruments by shaking or banging them while listening to familiar songs sung by staff. The environment is exciting and stimulating. Staff organise the rooms well to help all children develop independence. For instance, children can see and easily reach a broad range of good-quality toys and activities. Staff incorporate early mathematics into everyday routines and play. For example, a staff member counts to three before rolling the ball towards an eagerly waiting child.

### Personal development, behaviour and welfare are good

Children appear happy at the nursery and form positive friendships with other children. They demonstrate good behaviour and, with support from the staff, they understand the need to share and take turns with particular toys. Staff promote politeness at all times and encourage the children to say 'please' and 'thank you'. Staff support children to engage in healthy eating and they talk to them about which foods are good for them. For example, staff provide information about good nutrition and talk to parents about what to include in their children's lunchbox, to help them provide healthier options. Staff respect children's sleep needs. They recognise signals when children begin to tire, and they respond in a nurturing and compassionate way.

### Outcomes for children are good

Children explore confidently and make new discoveries. For example, they investigate toys with buttons and levers, pushing and pulling them to see what happens. Children's early literacy skills are developing well. For example, children enjoy exploring their senses as they make marks using crayons, or pencils in the dough. Staff encourage children to persevere with activities to help them become successful. For example, when children try to complete puzzles, staff offer them support and guidance as to where the pieces might go. All children respond well to staff's continuous praise and encouragement. They are developing the skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	EY374116
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1070998
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	10
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Naval Under Fives (Eastern Area) Committee
<b>Registered person unique reference number</b>	RP519689
<b>Date of previous inspection</b>	24 September 2014
<b>Telephone number</b>	077 7315 4759

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, it also accommodates civilian children from the local community. It is located in the Gosport area in Hampshire and operates weekdays from 7.30am until 5pm, for 44 weeks of the year. The nursery employs four members of staff. Of these, the manager holds an appropriate early years qualification at level 5, and three staff hold qualifications at level 3.

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