

# Roberts Day Nursery

84 Crasswell Street, Portsmouth, Hampshire PO1 1HT



<b>Inspection date</b>	24 July 2019
Previous inspection date	9 June 2016

<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 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

- Staff provide a warm welcome to children as they arrive at the nursery. Children happily play with their friends and confidently make choices about what to play with. Staff are engaging play partners and children enjoy their company. The key-person system is well established and staff support children's emotional well-being effectively.
- Parents are partners with the staff from the start of their children's time at nursery. Effective 'getting to know you' sessions help staff understand what children know already and what they need support with. Staff know what children like to play with and use these interests to focus their planned support and activities to help children's next steps in learning.
- Highly targeted and effective use of additional funding helps ensure that where there are gaps in children's learning, they are closing rapidly. All children make at least good, and some better than good, progress in their learning from their starting points.
- The new manager is exceptionally dedicated and passionate about her role in supporting children and their families. She is highly reflective and continually strives to develop and improve the nursery to raise children's outcomes further.
- Staff offer children many opportunities to learn about the local community. For example, children visit a local care home where they share inter-generational music sessions. This supports children effectively to develop an understanding of different people in the wider world.
- At times, staff do not make the most effective use of children's time in the nursery. Occasionally, children have to wait unnecessarily as they change activities, and daily routines do not completely support children's engagement in their learning.
- Occasionally, staff do not make the most of learning opportunities that arise as children play to fully and consistently support children's learning.

## What the setting needs to do to improve further

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

- review and revise daily routines so that children do not have to wait unnecessarily and can make the most of their learning time in nursery
- make the most of every opportunity that arises as children play to consistently support children's learning and help to raise outcomes further.

### Inspection activities

- The inspector observed the staff and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector held discussions with the manager and deputy manager in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and suitability checks.
- The inspector spoke to parents available on the day of inspection and took note of written views from other parents.
- The inspector viewed areas of the setting and garden used for the care of children.

**Inspector**  
Emma Dean

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team ensures that all staff understand their roles and responsibilities, for instance through regular training, to safeguard children and promote their welfare at all times. Staff know what procedures to follow if they have any concerns for children's well-being. Staff recruitment is robust and follows a safe recruitment process. Ongoing supervision effectively monitors the quality of staff practice and their continued suitability. Training for staff is targeted to develop staff skills and knowledge and to support the needs of the children in the nursery. For example, after attending speech support training, staff effectively support children's language development and help to close gaps in their spoken communication.

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

Staff provide an inviting learning environment for children to explore, play and learn in. For example, children enjoy the challenge of cutting up fruit and vegetables and building tall towers with large blocks. Staff introduce new words as children play, such as naming different fruits and cooking utensils, which supports their communication skills. Children who are learning English as an additional language are supported effectively. For example, staff use signs, symbols and gestures to support children's communication. Staff encourage children to learn about the natural world effectively, such as by watching chicks hatch and helping to grow flowers in the garden. Children enjoy the challenge of painting with water on the blackboard outdoors. Staff encourage children to reach up high as they make marks. This supports their physical development and early writing skills effectively.

### Personal development, behaviour and welfare are good

Staff support children's physical development well. For instance, they promote a healthy lifestyle by supplying nutritious snacks and encouraging twice-daily tooth brushing. Children enjoy energetic activities such as running in the nursery garden and visiting the adjacent play park where they can climb and play large ball games. Staff are positive role models for children. They teach children to use good manners and encourage children to share resources and take turns. Children behave well. Older children take care and consider the needs of the younger children as they play, such as when supporting them as they explore sand outdoors. Staff offer children warm praise, which helps raise their self-esteem and confidence.

### Outcomes for children are good

Children are motivated and curious learners. They enthusiastically explore activities and display high levels of concentration during self-chosen play. Children are independent from an early age. For example, they put on their own coats and shoes and serve themselves drinks and snacks. Children learn about the sounds that letters represent, which supports their early reading skills. They develop good social skills as they play and take turns. Children communicate effectively with their friends and adults. They learn and develop many skills to support them as they move on to school.

## Setting details

<b>Unique reference number</b>	EY269750
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10073260
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	The E.C. Roberts Centre
<b>Registered person unique reference number</b>	RP902121
<b>Date of previous inspection</b>	9 June 2016
<b>Telephone number</b>	02392 296 919

Roberts Day Nursery registered in 2000. The nursery is situated in Portsmouth city centre, Hampshire. The nursery opens from 8am to 6pm, Monday to Friday, throughout the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are eight members of staff employed to work with the children, five of whom hold early years qualifications at level 3 or above.

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