

# South Wonston Day Nursery

Groves Close, South Wonston, Winchester, Hampshire SO21 3EP



<b>Inspection date</b>	13 June 2019
Previous inspection date	14 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- The experienced manager is passionate about the service she provides for the children and their families. Alongside the staff, she creates a stimulating and welcoming environment both inside and out.
- The key-person system is strong and staff ensure children form secure attachments, as well as effectively engaging parents daily. This supports children's learning and development both at nursery and home so they make steady progress.
- Children behave well. The staff set out clear boundaries and expectations throughout the day to ensure the children settle and feel safe.
- Parents speak highly of the staff and their caring, supportive nature. Parents are confident that their children are well prepared for the transition to school, as staff keep them well informed of their children's progress.
- The manager and deputy regularly monitor and assess children's progress to ensure they identify any gaps in learning and put in place appropriate support.
- On occasion, staff miss opportunities during activities to provide explanations and engage children fully so they can further extend their learning and development.
- Staff do not always give children the opportunity to share their thoughts and ideas during an activity or ask them challenging questions.
- Staff do not provide children with many opportunities to develop their awareness of letters and the sounds they represent.

## What the setting needs to do to improve further

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

- enhance the monitoring of staff practice in order to raise the quality of teaching to the highest standard
- provide clear explanations for children and give them more opportunities to share their thoughts and ideas, to fully extend their learning
- increase opportunities for children to develop a greater awareness of letters and the sounds they represent.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager to assess how well they monitor the quality of teaching.
- The inspector sampled documents, including staff qualifications, children's records and staff supervisions.
- The inspector spoke to, and viewed written feedback from, parents.
- The inspector held a meeting with the manager, had discussions with the staff and spoke to the children.

**Inspector**  
Jamie Smith

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager ensures that staff receive regular training so they know how to identify and report concerns about a child's well-being. The manager ensures robust recruitment procedures are in place to help ensure staff are suitable to work with children. Staff are given a comprehensive induction programme and their ongoing suitability is checked by the manager on a regular basis. Staff support children in receipt of funding well. The manager and deputy work in partnership with external agencies to narrow the gaps in outcomes for those children. Partnerships with parents are strong and the manager regularly obtains their views to help improve the quality of provision.

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

Staff complete accurate assessments of children's progress and plan activities around their interests and next steps for learning. Staff have carefully designed the learning environments to provide various opportunities for children, indoors and out. For example, children learn how to care for animals and plants, and feed and handle the guinea pigs. Staff promote children's mathematical abilities through making good use of everyday opportunities and by using games that support counting and number recognition. For example, children were invited to count out marbles and place them onto paper plates which had numbers written on them. Staff support children with a range of activities and children make independent choices in their play. Staff provide children with opportunities to develop their early writing skills and older children begin to write recognisable words, such as their names.

### Personal development, behaviour and welfare are good

All children form strong relationships with their key person and other staff. They are confident to ask for comfort, reassurance and help. The staff have very good knowledge about their key children and share information with each other to support all children. The nursery has a calm atmosphere and children know the daily routines, boundaries and expectations as the staff clearly promote these. Children show good independence as they wash their hands, get themselves dressed for the outdoors, and wash up their bowls after snack time. Children have daily access to the exciting outdoor area, which challenges their physical abilities and provides risk-taking opportunities, building their self-confidence. Staff engage with the children during their play and on occasion offer suggestions to resolve conflict, if needed, to guide their social and emotional development.

### Outcomes for children are good

Children at the nursery are confident, independent and happy. They are eager to explore and learn. The children show positive attitudes towards others. For example, they invite their peers and teachers to join in with their play. Older children are well prepared for their transition on to school. Younger children are making good progress in order to move on to the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY243114
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108541
<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>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	South Wonston Nursery School Ltd
<b>Registered person unique reference number</b>	RP520939
<b>Date of previous inspection</b>	14 November 2012
<b>Telephone number</b>	01962 881180

South Wonston Day Nursery registered in 2002. It operates from a single-storey building in South Wonston, Hampshire. The nursery is open each weekday from 8am until 6pm all year round, except for public holidays. The nursery employs seven members of childcare staff. Of these, six hold relevant early years qualifications. The nursery receives funding for children aged two, three and four years.

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