

# Stubbington Lodge

Good Manors Day Nursery, Stubbington Lodge, 45 Stubbington Avenue, Portsmouth,  
PO2 0HP



<b>Inspection date</b>	14 December 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 manager is well qualified, experienced and ambitious in her role. The staff team works well together and is committed to ongoing improvement. For instance, team coordinators evaluate their practice in their rooms and the management team uses their ideas when setting targets for future development.
- Staff develop secure and trusting relationships with all children and follow their care needs well. This helps to support younger and quieter children in building their confidence. Children are happy, settle well and make good progress in their learning.
- Teaching is good. Staff support children's mathematical skills well. They capture opportunities to help children learn to count confidently, recognise numbers and to use mathematics purposefully in everyday activities.
- Parents speak positively about the nursery. They are happy with the care that staff provide their children and comment on the progress their children are making, particularly in their social skills.

### It is not yet outstanding because:

- The tracking of children's progress is not as sharply focused in some areas of their learning, to help staff plan even more precisely for their next steps in their learning.
- At times, staff do not organise some group activities to take full account of the differing needs and abilities of all children. As a result, some children do not engage or participate as fully as possible.

## What the setting needs to do to improve further

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

- develop further the arrangements to monitor children's progress and plan their next steps even more precisely, to help children reach their full potential
- strengthen the organisation of activities so that all children can fully participate and engage in the learning experiences provided.

### Inspection activities

- The inspector observed the quality of teaching and children's learning, indoors and outdoors.
- The inspector spoke to staff, senior managers and children at convenient times during the inspection.
- The inspector spoke to a small number of parents during the day and took account of parents' written views.
- The inspector checked evidence of the suitability of the staff, confirmation of staff training, recruitment procedures, policies, and looked at a selection of children's records, safeguarding procedures and the self-evaluation process.
- The inspector carried out a joint observation with the manager.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

Since registration, the nursery has had a number of staff and management changes. However, the nursery has continued to improve and staff and management set themselves high standards and are successful in ensuring outcomes for children continually improve. For instance, the manager identifies training needs for staff to build on their teaching skills and to increase the number of qualified staff. Safeguarding is effective. Staff have completed training in child protection. They understand their roles and responsibilities in keeping children safe and how to report any concerns about children's welfare. Developing staff supervisory arrangements support new staff and those who are new to more senior roles effectively. This has a positive impact on their confidence and understanding of how children learn.

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

Staff use their key-person role well to get to know children's individual interests. They plan a wide range of activities for children to engage them in play. Staff are competent and enthusiastic in their teaching. This helps children to develop confidence in trying out new activities. For instance, babies enjoy using modelling dough as staff show them how to manipulate the dough into balls and count these into their pots. Staff support older children's communication and language skills well. For instance, they talk to children about the different names of letters and help children to match these with those found in their names. Staff make regular observations and assessments of children's learning and monitor their achievements to narrow gaps in their learning. They regularly share this information with parents to keep them informed of their progress.

### Personal development, behaviour and welfare are good

Children have a positive sense of belonging. Staff gain a good range of information about children's care needs and this contributes to their emotional well-being being supported effectively. For instance, staff recognise when babies need to sleep and help them to settle and wake happily. Children enjoy spending time together, which helps them to get to know the staff and each other well. Children gain good levels of independence and older children are developing personal care skills that help prepare them for their eventual move to school. Children behave well. Staff provide clear and consistent messages which support children in learning how to respect and value the differing needs of their friends.

### Outcomes for children are good

Children are making good progress from their individual starting points. They learn skills that prepare them for their next stage in learning. For instance, toddlers gain good physical skills. They enjoy moving their bodies during musical activities and develop good small-muscle skills during creative play. Older children develop early writing abilities, such as when they confidently write letters using sequins. They learn to be independent. For example, they choose what they want to do and put their coats on themselves ready for outside play.

## Setting details

<b>Unique reference number</b>	EY487983
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1023959
<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>	1 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Good Manors Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP907689
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02392177560

Stubbington Lodge nursery registered in 2015. It operates from a residential property in Stubbington, Portsmouth. The nursery opens Monday to Friday from 7.30am to 6pm, for 51 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. There are 14 staff employed in the nursery, including a full-time cook. Of these, 10 staff, who work directly with the children, hold appropriate early years qualifications at level 2 and above.

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