

Inspection of Stubbington Lodge

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

Inspection date: 17 January 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Babies and children are extremely happy and confident. They eagerly wait for their key person to welcome them into the nursery and become immersed in the wonderful play opportunities. Children are excited to see their friends and feel a strong sense of belonging. They engage through meaningful play experiences and discussions with attentive staff to understand what makes them unique. For example, sharing differences in their hair and eye colour.

Children behave exceptionally well and have high levels of respect for others. They enthusiastically perform impromptu songs to their friends and set up a stage to re-create favourite stories. Children work together and communicate effectively to solve problems. For example, navigating the challenge when they both want the same toy. Children understand the impact their actions can have on others and resolve any conflict quickly. The nurturing staff are exceptional role models and have high expectations for children.

Children's physical development is well supported. Children use crates and planks of wood to design obstacle courses that challenge them to move in different ways. They learn to take manageable risks in their play, which develops their self-esteem and confidence. Children are incredibly keen to be independent. Babies show kindness as they help their friends remove aprons after a painting activity. Older children beam with pride as they serve their own meals and complete hygiene routines independently.

What does the early years setting do well and what does it need to do better?

- Staff know all children extremely well and plan activities from their immediate interests. They have an exceptional understanding of child development and sequence the curriculum very well. Staff challenge and extend children's learning and give them plenty of opportunities to practise skills to ensure they are embedded.
- Children who speak English as an additional language, and those in receipt of additional funding, develop the skills and knowledge needed to prepare them for the next stage in their education, including school. The manager assesses the progress each child is making and quickly identifies any gaps that require further support. For example, staff review the impact the use of funding has on improving children's emotional development.
- Children learn about their community and develop a deep understanding of the needs of others. For example, prior to COVID-19, children visited the local care homes to sing with the residents. Children also develop an understanding of the wider world as they visit the library, parks and other local places of interest.
- Staff recognise the importance of promoting children's literacy. Children

energetically sing and dance to familiar songs and delight in sharing stories with staff. Babies understand that words carry meaning. They enjoy using their senses through a planned activity as staff introduce new words, such as soft, smooth, and slimy. Older children speak with increasing confidence and fluency. They use print to identify letters and the sound they make.

- Parents are extremely positive about the care their children receive. Staff build highly effective relationships with parents. They gather detailed information about children before they start and use this information to help develop the curriculum. Parents receive regular information through an online application, parents' meetings and verbal feedback. Staff provide parents with detailed information of the progress children make and how to support and extend their learning at home.
- Staff are skilful in their interactions with children. They talk clearly and give children plenty of time to practise speaking. Staff are highly responsive to non-verbal cues and are dedicated to meeting the needs of all children. Staff repeat familiar words and use basic sign language to support children's communication. Children develop an excellent understanding of early mathematical concepts as they explore size, weight and quantity.
- Support for children with special educational needs and/or disabilities is exemplary. The special educational needs coordinator is extremely skilled and knowledgeable. She works closely with parents and other professionals and is dedicated to providing an inclusive environment and supporting all children to ensure they make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager, who is also the designated lead for safeguarding, places a high priority on making sure that children are safe. Staff complete online training, and their knowledge of child protection is regularly updated and refreshed. Staff know how to recognise indicators of abuse and understand the procedures to follow if they have any concerns about a child's welfare. Staff demonstrate an understanding of the wider safeguarding aspects and the impact this may have on the children and their families. There are effective risk assessments in place to ensure the premises are safe and inclusive for all children, including supporting children with allergies and medical conditions.

Setting details

Unique reference number	EY487983
Local authority	Portsmouth
Inspection number	10217615
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	46
Number of children on roll	37
Name of registered person	Good Manors Day Nurseries Ltd
Registered person unique reference number	RP907689
Telephone number	02392177560
Date of previous inspection	14 December 2017

Information about this early years setting

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 13 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.

Information about this inspection

Inspector

Lisa Parker

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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