

Inspection of Haven Day Nursery and Creche

Haven Early Years Centre, Harris Road, Bridgemary, Gosport, Hampshire PO13 0UY

Inspection date: 9 May 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children have exceptionally close relationships with staff and demonstrate they feel welcomed and valued. They are captivated by the inspiring activities and resources available for them to choose from. For example, older children show high levels of determination as they cut up real fruit in their pretend café. They negotiate different roles, actively selecting items from their menu and taking orders. Children are highly motivated and demonstrate an exceptional attitude to learning. They use mathematical language in their play and serve their friends a quarter of an orange. Children illustrate excellent attitudes towards healthy food. They delight in trying something new and enthusiastically say, 'Try the pomegranate. It is delicious.'

Babies and toddlers show outstanding levels of curiosity for their young age. For example, they place watering cans at the base of the water run and carefully adjust the guttering when spillages occur. They learn to use language, such as 'full' and 'heavy', and discuss the patterns they make as they pour the water out again.

Children benefit from a highly passionate management team that swiftly identifies early development concerns. It fosters children as unique individuals and works exceptionally well with other professionals to ensure first-rate early intervention. All children, including those with special educational needs and/or disabilities, make outstanding progress from their starting points.

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

- Staff have high expectations and meticulously assess and plan for children's future learning. Consequently, children develop an immense range of new knowledge and recall learning superbly. For example, older children dig up an acorn in the sand, proudly name what they have found and recollect how squirrels may have dropped it from the oak tree. Staff foster children's interest in the natural world and initiate discussions about why some animals bury their food in preparation for hibernation. Children demonstrate awe and wonder, find binoculars and delight in looking for squirrels in the trees.
- Staff embed children's future life skills into the curriculum. For example, children learn to make their own independent decisions, such as when they would like to have their breakfast. They make healthy choices from the well-balanced menu and are fully involved in preparing their food. At snack time, children delight in making scrambled egg. They discuss where eggs come from with genuine interest and enthusiastically describe to the inspector the process of making their food.
- Staff promote children's physical skills exceptionally well. For example, children of all ages learn to confidently take safe risks. They thrive and build on their core strength, determined to succeed as they make their way across monkey

bars. Children demonstrate excellent problem-solving skills and build their own ramps from the natural resources available. They proudly but carefully ride up and across the equipment on their balance bikes. Toddlers illustrate excellent coordination and focus intently as they make their way up and over a small climbing wall.

- Children's behaviour is exemplary. For instance, toddlers show an interest in bees in the garden. They help their friends find an additional magnifying glass so they can all take part. Staff use ample visual aids to help children manage their feelings and self-regulate. They are excellent role models and use positive praise and reinforcement to help children learn acceptable behaviour.
- Staff interact exceptionally well with children. They are responsive to them during activities and illustrate this as they seize the moment to model words and extend children's sentences. Consequently, young children communicate highly effectively. For example, toddlers exclaim they have found 'three shiny leaves', as they collect food for their snails after their bug hunt.
- Staff have extremely strong partnerships with parents. They hold extensive discussions about the well-being of children each day and share detailed information, including progress summaries through digital media. Parents say their children shine as the result of staff and the high levels of care and learning their children receive.
- The uncompromising commitment to ongoing improvement results in the exceptional high quality of care, learning and teaching. The management team places an outstanding focus on providing substantial training for staff, such as completing higher early years qualifications. Staff are extremely passionate about improving outcomes for children and give children's learning and well-being the utmost priority.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have an exceptional knowledge of how to keep children safe. They have an excellent understanding of the signs that may indicate that a child is being abused. This includes wider safeguarding issues, such as the 'Prevent' duty, witchcraft, internet safety and county lines. They work closely with outside agencies to ensure all children are safeguarded. The management team continually tests the staff's knowledge through scenarios and questions. Premises are safe and secure. Staff carefully explain to children about how to keep themselves safe while encouraging them to take controlled risks.

Setting details

Unique reference number	109927
Local authority	Hampshire
Inspection number	10128544
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	64
Number of children on roll	86
Name of registered person	Haven Nursery School & Children's Centre Governing Body
Registered person unique reference number	RP902327
Telephone number	01329 232095
Date of previous inspection	19 August 2015

Information about this early years setting

Haven Day Nursery registered in 1997. It operates from within Haven Nursery School in Gosport, Hampshire. The nursery opens each weekday from 7.45am until 6pm all year, except for one week over Christmas and all public holidays. The nursery cares for children with special educational needs and/or disabilities. The headteacher holds a BA Honours in primary education and qualified teaching status. There are an additional 19 staff that work directly with the children. Of these, 17 hold a childcare qualification at level 3 or above. The provider receives funding to provide free early education for two- and three-year-old children.

Information about this inspection

Inspector
Jane Franks

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 her evaluation of the provider.
- The inspector held discussions with the headteacher and lead practitioner and carried out a learning walk with them. This helped the inspector to understand how they organise the early years provision and the curriculum.
- The inspector spoke with staff, children and parents during the inspection. The inspector observed the quality of education indoors and outdoors and assessed the impact of this on children's learning.
- A joint observation of an activity was carried out by the inspector and the lead practitioner.
- The inspector held a meeting with a member of the board of governors, the headteacher and lead practitioner. She looked at various documents, including those related to the suitability and qualifications of staff.

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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