

Inspection of Ellingham House Day Nursery

Ellingham, Ringwood, Hampshire BH24 3PJ

Inspection date: 25 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children excitedly come into nursery and settle quickly. Very young children put their arms out for cuddles with their key person as soon as they arrive. All children have strong attachments to the warm and caring staff. Children are highly inquisitive and keen to explore. They behave well, and staff have high expectations of them. Children are given choices, and staff listen to their voices. For example, children are given choices about where to eat their snack.

Children develop a love of reading and looking at books from a very young age. Very young children explore different textures in their favourite 'That's Not My...' stories. Older children enjoy looking at books independently as they eagerly point out things in the pictures to their friends. Children's language and literacy skills are also supported by frequent singing. They sing nursery rhymes throughout the day with all the staff. Children's knowledge of nursery rhymes is built on skilfully as they move through the nursery from babies to pre-school.

Children frequently take part in activities outdoors. This helps children develop their physical skills as they move in a range of ways around the space. For example, children go on 'adventures' as they run with their arms spread out, pretending to be 'aeroplanes'.

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

- Children make good progress in their development. Staff support children's learning skilfully throughout the day, working on the immediate aspects they need to learn next. However, not all staff have an overview of the curriculum intentions across all seven areas of learning. This means that they do not have a fully secure understanding of the overall aims for learning.
- Children with special educational needs and/or disabilities have their needs met well by dedicated and passionate staff. Staff are in tune to exactly what children need. They support children's learning carefully to encourage them to take the next step. For example, children are supported as they join their peers for snack, and staff celebrate these new steps in children's development.
- Children develop their independence skills through everyday routines. For example, when they go out into the garden, children put on their own waterproofs and wellington boots. Children are encouraged to have a go at trickier aspects, such as doing zips for themselves. Adults then support the children, but ensure they complete the action by themselves to help them gain the skills they need.
- Staff skilfully support children's emotional development. Children take part in small-group activities based around the 'colour monster'. They think about how people may be feeling in different situations. Children are then encouraged to

think about how they can apply this to their play. Staff ensure that when there are small conflicts, such as over a toy, all children feel listened to and valued. Children are then able to think through the effects of their actions and come up with solutions.

- Children learn mathematical concepts as they play and take part in different activities. For example, during snack, children have numerals to tell them how many pieces they can have. Children keenly recognise the numbers and count out the right number of pieces onto their plates.
- Staff really know the children and their families well. They ensure that settling-in periods, whether children are new to the nursery or transitioning between rooms, are tailored specifically to each child and their needs. Children are not rushed to transition if they are not settled, and staff ensure that time in the new room is built up slowly as required. This helps children feel safe and secure.
- Parents are exceptionally happy with the nursery. They comment on how supportive, approachable, kind and friendly the staff are. Parents explain that their children's nursery experience 'is that of a fairy tale' and they 'wouldn't go anywhere else'.
- The provision has recently been taken over by another company. The manager is supporting staff well, such as through supervision sessions and coaching. However, support for the manager from the new leadership team is at the initial stages.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities in regards to safeguarding. They know the signs and symptoms that may indicate a child is at risk from harm. Staff know how to report these concerns internally and to external relevant agencies as required. This includes knowing how to whistle-blow and report concerns about staff if necessary. Staff risk assess the environment and supervise children closely when they are out in the garden. They complete frequent headcounts to ensure children's safety. Children are taught about risk and how to keep themselves safe as they explore. For example, they learn about the tree stumps and wooden planters being slippery because of the rain.

What does the setting need to do to improve?

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

- refine and strengthen staff's understanding of the curriculum intent to ensure they fully understand the overall aims for learning
- embed fully the support, training and coaching for the manager.

Setting details

Unique reference number	110473
Local authority	Hampshire
Inspection number	10260750
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	86
Number of children on roll	134
Name of registered person	Ellingham House Day Nursery Limited
Registered person unique reference number	RP904320
Telephone number	01425 473723
Date of previous inspection	12 August 2019

Information about this early years setting

Ellingham House Day Nursery registered in 1996 and became part of the Families First nursery group in 2022. It operates from a converted house in Ellingham, Hampshire. The nursery opens five days a week, from 8am until 6pm, all year round. There is a team of 27 staff, including support staff. Of these, 21 hold relevant childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Natasha Jarvis

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 explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager, the new senior leadership team and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.
- The inspector sampled relevant documents.

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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