

Inspection of South Wonston Day Nursery

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

Inspection date: 8 May 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The nursery has undergone significant changes since the last inspection. Several experienced staff have left the setting, which has resulted in the existing staff team having a very heavy workload. Weaknesses in leadership and management mean that breaches in requirements have not been identified or acted on. For instance, risk assessments are ineffective. The garden that children use is overgrown and falling fence posts, sharp metal edges on fencing and paving slabs that are uneven present a risk to children. Areas of the premises require some repair work. However, this is not addressed. This does not promote a safe play environment for children.

Children develop relationships with staff, which help them feel secure. Staff recognise the importance of these early relationships and are kind and caring. Where children need additional reassurance, staff readily offer this. However, supervision of children is not effective. Children eat meals without being adequately supervised by staff, which leaves them at risk of choking. This results in children's health and safety being compromised.

Staff's understanding of what need children need to learn next is inconsistent. Although staff provide a variety of activities for children, they are not tailored to their individual needs. At times, children lose interest or do not engage fully in activities. The lack of planned purposeful learning experiences impacts negatively on the progress all children make. Children with special educational needs and/or disabilities (SEND) make too little progress. Despite staff knowing what children need to learn next, strategies are not put in place to support them. This means that children do not gain the skills they need in readiness for school.

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

- The provider has too little oversight of the setting. The communication between the provider and the nursery staff team is ineffective. Lines of accountability are unclear. The leadership team in the nursery say that they feel overwhelmed with their workload. They have taken on extra work and do not have enough time to complete the requirements of their roles. Monitoring and evaluation of the nursery is poor. The staff team recognise the weakness, but a lack of support from senior staff hinders how they remedy the shortfalls.
- Risk assessments are poor. The provider does not give sufficient consideration to the maintenance of the setting. For instance, repairs needed in the garden are not identified or addressed. These pose a potential hazard to children. Some senior leaders lack the knowledge of how to identify and take action to reduce the risk to children.
- Leaders and staff do not benefit from effective supervision in their roles. This

means that gaps in staff knowledge and practice are not targeted or supported. Leaders, who are new to their roles, do not receive the coaching, supervision or support they need. Staff workload is not managed effectively. Staff are overwhelmed with the duties that they are expected to do. This puts pressure on staff, and does not support their well-being. The provider does not ensure that a culture of mutual support is in place for staff.

- Staff safeguarding knowledge is poor. Due to a lack of effective supervision, gaps in staff knowledge are not identified or targeted. Additionally, policies and procedures for safeguarding are not regularly reviewed or updated, to keep them in line with the local authority guidance. Consequently, staff have incorrect information about procedures for dealing with child protection concerns or allegations made against staff. This does not promote children's safety or well-being.
- At times, the deployment of staff in the nursery does not ensure that children are supervised effectively. For instance, at snack time, while staff prepare food, younger children eat without being supervised by staff. Furthermore, other children walk around with food in their mouths and staff fail to notice this. This presents a risk to children of choking.
- The curriculum is not implemented well enough to enable all children, including those with SEND, to make good progress. Leaders working in the nursery understand what their priorities for learning are. However, this is not always communicated to help staff to help them understand and focus on this. This means activities often lack purpose. Children enjoy taking part in activities, however, what children need to know or learn next is not considered. This means children are not making the progress they are capable of and some children's progress is poor.
- Overall, staff understand children's frustrations and help them learn how to regulate their own emotions with sensitivity and care. For instance, children learn about how to take turns with favourite toys as staff use visual references to help them manage turn taking. Children develop good levels of self-esteem as staff praise their efforts.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that persons with governance and oversight understand and fulfil their roles and responsibilities	27/05/2025
implement robust, safeguarding policies and procedures that are in line with local safeguarding partnership, and clearly set out what leaders, managers and staff should do to keep children safe	27/05/2025
ensure that all staff, including those with designated safeguarding roles, have a clear knowledge of all safeguarding policies and procedures, so that they gain a confident understanding of how to recognise and respond to concerns about children in a timely manner	27/05/2025
implement appropriate supervision for managers and staff to identify training needs and to put in place the coaching and support needed to enable them to fulfil their roles, raise the quality of teaching and ensure that staff workloads are managed well	27/05/2025
ensure that children are supervised effectively at all times and that they are always within sight or hearing, including being vigilant to the potential risk of choking when children are eating	27/05/2025
implement effective risk assessments, to ensure all hazards are identified, minimised and managed effectively, to ensure all areas of the nursery are safe for children.	27/05/2025

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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devise and implement a curriculum that supports every child's learning and development in all areas, including for those children with special educational needs and/or disabilities (SEND).	15/07/2025
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Setting details

Unique reference number	EY243114
Local authority	Hampshire
Inspection number	10380556
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	2 to 4
Total number of places	26
Number of children on roll	28
Name of registered person	South Wonston Nursery School Ltd
Registered person unique reference number	RP520939
Telephone number	07350797128
Date of previous inspection	13 June 2019

Information about this early years setting

South Wonston Day Nursery registered in 2002 and is located in South Wonston, Hampshire. The nursery is open Monday to Friday from 8am until 6pm for 51 weeks a year. The nursery employs four members of childcare staff. Of these, three hold relevant early years qualifications. The nursery provides government funded early education for eligible children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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