

# Inspection of Compass House Day Nursery

Compass House, West Meon, PETERSFIELD, Hampshire GU32 1LX

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Inspection date: 9 August 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 flourish at the nursery. They benefit from the strong and trusting relationships they build with staff and with each other. All children are very happy and extremely confident. They develop excellent friendships with their peers. Children are very polite and courteous. Their behaviour is exemplary. Older children recognise that younger children have different needs from themselves. They are quick to help find babies hats when they play in the garden and successfully search for and find favourite stickers, that have sentimental meaning for their friends. Children's exceptional personal, social and emotional development prepares them well for their future learning, including their eventual move to school.

The curriculum is designed with children's interests at heart. Learning experiences are fun and children excitedly participate in them with boundless enthusiasm. For instance, babies and toddlers successfully master using the small slide. They show limitless confidence in their own abilities as they make their way up the steps and successfully slide down. They smile with immense pride, as staff remain close by, praise them. Older children immerse themselves in books. They show a genuine love of fiction and factual books. Children listen attentively to favourite stories. They communicate exceptionally well as they think through and share their ideas. For instance, they compare types of transport and point out the hot air balloon to their younger friends. All children, including those in receipt of additional funding make outstanding progress in all areas of their learning and development.

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

- The manager and staff team are highly qualified, experienced and dedicated to providing children with exceptional care and learning experiences. The staff have an in-depth knowledge of each child's interests and abilities. They provide a well thought out curriculum to enable all children to achieve at the highest level. Staff tailor learning to each child's unique needs. They deliver exceptionally high quality learning experiences for children, as they have an uncompromising understanding of how they learn. This insightful knowledge underpins the exceptional progress all children make.
- Teaching is outstanding. Throughout the day children benefit from limitless opportunities to build on what they know and can do. Staff recognise opportunities to help children learn new information or practise new skills and capture these within children's play. For instance, as children hunt for 'numbered butterflies' older learn about the order of numbers from one to ten. Younger children recognise and name the different colours on butterflies' wings. Staff revisit what children learn to enable them to remember and recall new information, such as numbers and colours. The focus by all staff on building

children's learning is seamless and worthy of dissemination.

- Staff are extremely kind and caring. They show warmth and tenderness in their interactions with children. Babies relish opportunities to have cuddles with staff, as they drink milk and settle for a nap. When children need to have their nappies changed, staff explain what they are going to do and offer the gentle reassurance some children need. The atmosphere within the nursery reflects the nurturing and caring environment, where children thrive. This contributes to children's exceptional confidence and high levels of self-esteem.
- The provider works closely with her staff to build on their skills and knowledge. Leaders encourage all staff to build on their knowledge by devising in-house training. They reflect on skills that will benefit the children that they care for, and target their own professional development accordingly. Staff use new knowledge to continue to build on their excellent teaching skills. For example, recent training on communication and language has been used to adapt the range of words that staff use in their conversations with children, to enrich their vocabulary. Consequently, children learn and use a wide range of words, as they speak to each other and to staff. Both older and younger children are confident and articulate communicators.
- Partnerships with parents are highly successful and contribute to the progress children make. Staff offer advice and guidance to parents, including supporting younger children's sleep routines and older children's preparation for school. Parents speak very highly of the nursery. The value the time staff take to get to know children and their families and value the diversity and inclusivity staff actively promote and celebrate. Staff communicate with parents regularly through conversations about children's key achievements and enable parents to successfully continue children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a very strong understanding of the nursery's policies and procedures for safeguarding children in their care. They know how to recognise and report concerns about children's welfare, including those relating to wider indicators of extreme views or behaviours. In addition, they provide parents with information about online safety, to support them in understanding how to keep children safe at home. Staff supervise children to ensure their safety as they play indoors in the garden and eat meals or snacks.

## Setting details

<b>Unique reference number</b>	151091
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108502
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Wake, Jane Elizabeth
<b>Registered person unique reference number</b>	RP510854
<b>Telephone number</b>	01730 829249
<b>Date of previous inspection</b>	13 April 2015

## Information about this early years setting

Compass House Day Nursery registered in 2000. It is located in West Meon, near Petersfield, in Hampshire. It operates from 7.30am to 6pm, from Monday to Friday, for most of the year. There are three members of staff who work at the setting. All staff hold early years qualifications at level three or above. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Tara Naylor

## 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 nursery.
- 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 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 spoke to children, to find out about their time at the setting.

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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