



The Hatchlings Nursery School

Inspection report for early years provision

Unique Reference Number	EY321024
Inspection date	20 June 2006
Inspector	Melissa Cox
Setting Address	Hatchlings Nursery School, 2 Anstey Close, BASINGSTOKE, Hampshire, RG21 3JG
Telephone number	01256 333113
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Registered person	The Hatchlings Nursery School Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Hatchlings Nursery School opened in January 1996. It is one of two nurseries in Basingstoke, under the company name of Hatchlings Nurseries School Limited. The nursery is situated in the Cranbourne area of Basingstoke. The children use a main playroom and have access to adjacent toilets and wash facilities. There is a secure enclosed outside area, which is used all year. The provision serves a wide catchment area. A maximum of 26 children may attend at any one time. there are currently 32

children from two years to five years on roll. This includes 28 children in receipt of nursery education funding. The provision supports a number of children with learning difficulties and disabilities. No children with English as an additional language attend at the present time. The group opens on week days for 39 weeks of the year. Sessions take place every morning between 08:30-12:00 and on a Tuesday, Wednesday and Thursday afternoon 13:00-16:30, with children having the option to stay for lunch between 12:00-13:00. Children attend for a variety of sessions, morning, afternoon or the whole day. Two full time staff and two part time staff. Of these staff, the manager and two other staff members hold relevant child care qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted effectively by staff who demonstrate a good knowledge of the procedures for promoting health and hygiene. They have a sound awareness of their own needs and the older children are able to be independent in their personal care. Children actively contribute to the development of the health and care routines such as tidying up and preparing themselves and the rooms for snack and meal times. Good procedures such as, staff consistently wearing disposable gloves and aprons for nappy changing or minor accidents sustain high levels of hygiene and help prevent the spread of infection.

Children are protected well through the staff's good understanding of the correct procedures to be followed if accidents occur or children require medication. Accidents and incidents are dealt with quickly and are accurately recorded by staff to promote children's good health.

Children's healthy growth and development is being fostered as staff show a good understanding of their individual dietary requirements. Children begin to understand the principles of a healthy diet. Snack and lunch times are a social occasion. Children enjoy comparing the contents of their lunch boxes. Their independence is encouraged as they open their boxes and develop skills in opening packaging such as yoghurt and crisps.

Children benefit from fresh air and regular exercise, making good use of the indoor and outdoor environment. They move freely and confidently around the setting demonstrating good spatial awareness, for example manoeuvring prams around the tables. They develop good physical skills, demonstrating their dexterity as they draw and write with pens and pencils. Children develop good coordination skills as they have opportunities to run and play in the small outdoor area. They have opportunities to develop their balance when they visit the local school to access their range of climbing and balancing equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is warm and welcoming to parents and their children, who are greeted individually on arrival. The individual welcome helps the children feel secure and encourages them to settle at the start of the session. Children play in a spacious well planned environment because staff plan the room and the equipment layout carefully. They use a varied range of safe and developmentally appropriate resources, including everyday household items that are good quality and safe. The resources and play equipment support, stimulate and challenge the children's individual development needs appropriately. Equipment and resources are kept clean and in a good state of repair and are checked regularly for safety.

The nursery premises is secure and there are good arrangements for the safe arrival and departure of children. There are clear and robust procedures to ensure children are collected only by authorised people. Children, staff and visitors arrivals and departures are promptly recorded so that in an emergency there is an accurate record of who is in the building. Staff supervise the children closely both indoors and out with correct staff ratios being maintained at all times.

Children are protected well by staff who demonstrate a sound understanding of the child protection policies and procedures. As a result they give good priority to safeguarding the children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, relaxed and settled in the setting. They enjoy themselves in the setting and are helped to achieve. Staff are developing the Birth to three matters guidance well to provide a good and varied range of play experiences for babies and children under three. Children access a variety of activities, which staff thoughtfully plan and prepare to encourage them to develop skills and have fun. Children have warm relationships with staff. They benefit from the one to one care and the key worker system receiving much individual attention.

Nursery Education.

The quality of teaching and learning is good. Children thoroughly enjoy their time in the setting having fun as they learn through play. They enter the nursery confidently and know the daily routines. Children often concentrate at one thing for long periods of time because they enjoy what they do.

Children's personal independence is developing well. They confidently attempt to change their shoes and put their coats on for outside play. Children respond well to the routine changes in the day. They follow clear guidelines and are aware of expectations such as tidying toys and resources away. Children develop a good awareness of their own needs and a respect for the needs of others. They show a good understanding and willingness to keep themselves safe and healthy through routines such as hand washing and caring for their environment. Children are sensitive to the needs of others, they readily share toys and resources.

The staff plan and provide a good range of activities that promote children's learning. Staff are well qualified and demonstrate a clear understanding of the Foundation Stage. They use this knowledge to plan a broad range of experiences for all children. As a result the children are progressing well as independent learners. Staff receive good opportunities for ongoing training and development, which underpins their knowledge and skills effectively to support the children. Planning is linked to the early learning goals and identifies what the children are to learn from planned activities. However, information from children's assessments is not used to influence planning to provide sufficient challenge for some children.

Children have a good range of vocabulary. They use language confidently when talking to their peers and with staff. This has a positive effect on their growing social skills and self-assurance. Some children confidently recognise their own names and those of others. They self register when they arrive and find their individual pegs to store their hats and other personal possessions. Most of the four year-olds demonstrate good handwriting skills. They confidently write their own names on pieces of work and attempt to write for a purpose. These children demonstrate how they can hold a pencil correctly.

Children benefit from having first hand practical experiences through which they learn about the world around them. They learn to look carefully at photographs of families and represent what they see through a variety of media including drawing with chalk. Staff support children's play well, helping them to think about what they are doing and encouraging them to develop their play in different ways.

Helping children make a positive contribution

The provision is good.

The play and education is organised well, to ensure the children have equal access to the full range of activities offered. The children arrive happy and confident at the nursery, they have individual pegs to provide them with a sense of belonging. Children are given clear guidelines, know the routines well and are sensitive to the needs of others, readily sharing toys and resources. Children with special educational needs are well supported in all areas and due to this they are able to achieve their full potential.

Children develop a positive attitude to others through varied images displayed around the setting. Children receive good opportunities to visit the local community, as well as welcoming visitors from the community into the setting. Thus, further developing a secure knowledge of the wider world. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. Parents and carers are well informed by staff. They share relevant background information, play activities and discuss children's specific needs. Informative notice boards with relevant up to date business information and current project work are accessible to all parents. Children benefit from the open door policy and two way sharing of information, with opportunities for parents to speak to staff on a daily basis. Parents receive regular opportunities to contribute to the assessments made on their child and are encouraged to be involved in their learning.

As a result, parents and carers have a sound understanding of their child's progress.

Organisation

The organisation is good.

The provision for the quality of leadership and management is good. Staffing levels are good and the large majority of staff hold early years qualifications and have relevant experience. As a result, they support children's well being and education. Staff demonstrate a good understanding of their designated roles and responsibilities. Policies and procedures form part of the staff induction and help to ensure consistent provision for the children. A complaints procedure is in place, however this has not been fully developed in line with current legislation.

Children's care is enhanced by the setting's good organisation. The owner provides good opportunities for staff to undertake external and in-house training thus promoting their personal development. This is used to help develop staff skills in organising provision that meets the individual needs of the children. Staff understand and follow the settings policies and procedures to take appropriate steps to protect children, promote their well-being and support their development. As a result, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the arrangements for sharing the complaints log with parents and carers in line with the new complaints legislation

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- evaluate and improve the system for planning, ensuring children's assessments influence planning, provide sufficient challenges and offer appropriate support (also applies to care)

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