

The Hatchlings Nursery School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

The Hatchlings Nursery School is one of two nursery schools operated by Hatchlings Nursery School Limited. This nursery opened in 2005 and operates from four playrooms on the ground floor of the building. Children have access to an enclosed outdoor play area. The nursery is near the centre of Basingstoke, Hampshire and children come from a wide catchment area. The nursery is open each weekday from 8.00am to 5.30pm for 51 weeks a year.

The nursery is registered on the Early Years Register. A maximum of 36 children may attend the nursery at any one time. There are currently 35 children on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities, as well as those with English as an additional language.

There are nine members of staff, seven of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is fully recognised by the staff who have a secure knowledge of each child's needs, interests and abilities. Staff work hard to narrow the achievement gap and equality and diversity are suitably promoted. They make excellent links with other professionals to ensure children with special educational needs and/or disabilities are effectively supported. Self-evaluation is carried out by the senior staff, and in staff meetings, and continuous improvement is a priority.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop planning to build on children's individual next steps for development
- continue to improve posters and signage around the nursery to depict other languages as well as those with special educational needs and/or disabilities

The effectiveness of leadership and management of the early years provision

Children are safeguarded because an up-to-date safeguarding policy is in place. Staff are trained in child protection issues and are particularly aware of procedures to ensure children are safeguarded. The policy revisions are discussed in staff meetings to ensure everyone is fully aware of their duty and the procedures. Robust recruitment procedures are employed and all staff are checked and vetted as required. Thorough risk assessments are carried out and safety equipment, such as stair gates, are in place to keep children safe. Outer doors are securely

locked and parents ring a doorbell to gain entry. All visitors are invited to use hand cleansing gel as they enter the nursery and this helps to prevent cross-infection. Risk assessments are carried out on all regular outings and staff make careful plans to ensure children's safety. Frequent fire evacuations are held, especially when anyone new is at the nursery. This ensures that everyone is fully aware of procedures and remain safe. Partnerships with other professionals are well established and this ensures that all children are fully supported. The nursery special educational needs coordinator works closely with other professionals, including speech therapists, portage workers, educational physiologists and school staff, to ensure continuing support for children's development. Children with special educational needs and/or disabilities make sound progress and their progress is carefully monitored. Staff work hard to build partnerships with parents. They talk to parents informally when children are dropped off and collected. They invite parents to visit the nursery and discuss children's development with key workers and regularly provide written information in home contact books. However, parents are not always aware of their child's key worker. Parents are also invited to join in nursery stay and play sessions to observe their children's development and activities.

Equality and diversity is well promoted within the nursery and the staff team support many children from other cultures and some children who have English as an additional language. Staff routinely use Makaton sign language alongside English to help all children understand. They provide books with other languages depicted and including people with disabilities. They use the library service to extend their range of books. Many puzzles, small world toys and home corner toys reflect diversity. Staff gather information from parents about children's background and plan to introduce additional signage around the nursery to include words from other languages. Posters and pictures around the nursery show children from other cultures and photographs show children in their national dress or visiting other countries. Those with special educational needs and/or disabilities are not included in pictures around the nursery. Children help themselves to toys and equipment from storage around the play rooms. Storage boxes are well labelled and mainly accessible to children. Children ask staff to reach boxes which are stored at high level. Staff move around the rooms or outside play area as they are needed. They have set rooms and duties in the morning sessions, but when fewer children are present they all move into one play area with the children. Staff work well as a team and support each other. They join in evaluating the provision and make ongoing improvements to improve outcomes for children. Staff take part in annual appraisals and training is valued. Senior staff plan ongoing improvements to further meet the individual needs of the children attending the nursery.

The quality and standards of the early years provision and outcomes for children

Children are happy and familiar with the staff team. They move around confidently and enjoy their learning and play. Children's learning is very well supported because named key workers are appointed for each child and all the staff know the children's individual needs. Staff work with small groups of children within the well appointed separate rooms. Younger children, under three years, have a bright and

well planned, spacious room with low level storage. Their toilets and nappy changing area are within the playroom and easily accessible at any time. This environment effectively helps children to progress in their learning as they choose their own activities and staff observe and support as necessary. The children aged over three years use three rooms which flow from each other. Children move around the rooms and make choices about their activities. Children can access the toilets at any time as they are off the messy play room. Both age groups have easy access to the outside play area and use it whenever possible. Staff make plans for children's learning and begin to link these with their next steps for learning. However, children's individual needs are very well met as the staff know the children so well and they all make incidental observations of children's learning to contribute to their personal development records. Staff ensure all children are suitably supported to learn and develop at their own pace.

Children enjoy the opportunity to do painting. They use a variety of different colours and choose the brush they use and the colour of paper to paint. They are aware that they need to protect their clothes with overalls when doing painting or playing with the water. Children join in acknowledging Remembrance Day. They make pictures of poppies with paper, tissue paper and glue and then talk about people who protect and look after us. Staff help younger children to join in by singing The Grand Old Duke of York and doing marching, and then sitting quietly for two minutes. The older group talk about soldiers and sailors and then listen to the Big Ben chimes, cannon fire and trumpets on the radio. Staff report that this is an interesting activity and children found it moving. Many of the areas of learning are included as children learn about the world around us, they are creative, join in physical activity, communicate, listen and follow instructions. Children receive lots of praise and encouragement throughout their activities. Staff are well aware of the value of praising the children's efforts in raising self-esteem. Children benefit from regular physical play opportunities and use the garden frequently. They wear their coats and boots to go outside and splash in puddles or paint the walls with brushes and rollers. Children also join in physical exercise by listening to recordings and following the instructions.

Children are very well protected as the nursery is clean and careful hygiene procedures are followed. A member of staff thoroughly cleans the toilets and nappy changing area during and following each session of care. Staff wear gloves and aprons to protect themselves and the children from cross-infection during nappy changes. Also changing mats are cleaned with anti-bacterial spray after each use. Toys are cleaned on a rota system or as necessary. Parents who work in the medical profession are invited to come and talk to the children about the need for good eating, sleeping, exercise and general hygiene. Children enjoy exercise in a fun way and then learn about being healthy through exercise.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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