

The Hatchlings Nursery School

Hatchlings Nursery School, 2 Anstey Close, BASINGSTOKE, Hampshire, RG21 3JG

Inspection date	24/04/2013
Previous inspection date	25/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Robust recruitment procedures and a strong focus on professional development means that staff have the necessary skills to support children and in meeting their individual needs and to promote their learning.
- Children's behaviour is good and they are happy and keen to explore and learn. This supports them in developing positive attitudes to school and future learning.
- The management has a clear vision to inspire staff to develop professionally and to monitor the provision. Staff work together successfully to maintain continuous improvement of the setting.
- Parents are positive about the care their children receive and partnerships are strong between the parents and setting.

It is not yet outstanding because

- Opportunities for children to write and make marks are not always optimised in all areas of play.
- The nursery environment is not rich in all the home languages of the children and their families, to help them feel involved and valued.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the setting and in the outdoor environment.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held meetings with the provider, manager and staff.
- The inspector looked at a representative range of relevant documentation. This included children's learning records, activity plans and future development records.

Inspector

Charlotte Eavis

Full Report

Information about the setting

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 Cranbourne, 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. The nursery is registered on the Early Years Register for a maximum of 26 children. There are currently 33 children on roll in the early years age range. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery opens on week days for 38 weeks of the year. Sessions take place Monday to Friday between 8.30am and 12pm and 1pm to 4.30pm with children having the option to stay for lunch between 12pm and 1pm. Children attend for a variety of sessions, morning, afternoon or the whole day. There are three members of staff employed, all of whom hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- Provide a range of opportunities for children to write for different purposes about things that interest them
- learn and use key words in the home languages of children and display words in different languages to raise children's awareness of other languages spoken in the nursery.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy attending the setting because the staff who care for them know them well and build strong relationships with their families. Children are making good progress towards the early learning goals because staff have a high level of understanding of how best to support them. Staff build their knowledge of children through undertaking regular observations as children play. This allows staff to identify where children are in their development and plan the next steps in their learning. Staff then record children's developmental progress in order to provide activities that will support their individual needs as they move towards the early learning goals. Parents also contribute to their children's next steps regularly. As a result, children are offered challenging activities.

All staff have high expectations of all children and the setting has a wide range of resources, which are appropriate, well maintained and accessible for all children. As a result, children are able to find the equipment they require and make independent choices. Staff understand how children learn and successfully support children to develop the necessary skills to be ready for their next stage of learning. The quality of teaching is good. The children's learning is further supported because staff introduce numbers, shapes, colours and letters at all times during children's play. Children enjoy balancing in the garden and use the indoor slide to develop further their physical skills.

Staff extend children's communication and language skills by introducing words and changing the tone of their voices when singing songs and recalling stories. Children use these skills to express themselves effectively. Staff also skilfully question children during activities to further promote their language and thinking. Children who speak English as an additional language are supported generally well and key words in their home language are obtained from parents. However, there is little print visible in the setting to represent children's home languages so that all children learn to value the languages their friends speak at home. Children make good progress in their personal, social and emotional development because staff know their individual circumstances and identify when they need more support. Children confidently talk about their families and express their ideas through role play. Children develop an awareness for good health and physical exercise and take care of their personal needs well.

Parents are kept fully informed about their child's development and staff invite parents to share information from home, which is incorporated into children's learning files. For example, staff consult parents when completing baseline assessments and when completing the progress check at age two. Parents are also invited into the setting for parent mornings where they can play and discuss the progress of their child. This provides a consistency of care between staff and parents so that children feel well supported by all adults who encourage them in their learning.

The contribution of the early years provision to the well-being of children

Effective deployment of staff, alongside the key person system, ensures that all children form secure emotional attachments. Staff know the children and their backgrounds well and work particularly effectively and sensitively to help children settle and support their ongoing individual needs. The environment is child friendly with resources, displays and activities at child height enabling choice and promoting independence self-esteem and confidence.

The positive support children receive from staff means that they feel a sense of security and self-esteem at the setting. Staff celebrate children's achievements, such as displaying pictures for children to see and having achievements from home put on a wow tree. These are shared with the whole group. Staff talk to the children about keeping safe. For example, when milk is spilt staff clean it up quickly and explain to children the importance of this. Children engage quickly with challenging activities and know what is expected,

they work well together in small groups and staff praise this. Children develop a good understanding of the importance of staying healthy because staff encourage children to wash their hands and talk about germs at meal times.

The setting runs from an open-plan room, which is bright and open. The environment is engaging and there is free flow access to the outdoor area, which means that children can access a variety of learning opportunities in the indoors and outdoors. However, children are unable to make use of drawing and writing materials across all areas at present, therefore missing further opportunities to develop their writing skills.

Children are well prepared for the next stage in their learning through purposeful transition procedures. During times of transition parents are invited into the setting to review learning journeys. The setting have established links with the local school and children look at picture books made for them of the school. This enables enhanced support to be given to children at times of change and shows good awareness of the need for effective partnership working.

The effectiveness of the leadership and management of the early years provision

The provider, manager and staff demonstrate a strong understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Robust policies are implemented and reviewed regularly by all staff, which helps to make sure that children's welfare needs are fully met. Staff are aware of the steps to follow if they have a concern regarding the safeguarding of children. All staff undertake appropriate training and have accurate knowledge and understanding of safeguarding procedures. As a result, children are able to feel safe and secure.

Staff are fully aware of the needs of all children that attend and regularly monitor planning and assessment to ensure that they cover all areas of learning. Staff adapt and extend activities to suit the individual needs of the children. Children are supervised well, and the staff are vigilant in promoting children's safety. For example, staff ensure that doors are locked after children have been brought into the setting, a secret password is used in the event of an unknown adult collecting a child, and daily safety checks are undertaken. In addition, written risk assessments are in place for the indoors, outdoors and while children are on outings, which help to minimise risks. This means that children are cared for in a safe environment where staff give a high priority to children's safety. The setting keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare.

Regular meetings and an ethos of team working with their sister nursery help the settings staff to work cohesively together. Staff have annual appraisals and regular supervisions in which they set agreed targets for ongoing professional development. This leads staff to feel happy in their work. Mandatory training is undertaken by all staff, and the manager encourages staff to build their knowledge to further challenge the children. The views of children, families and professionals help the setting to focus upon areas for improvement.

Action plans help to overcome any areas of weakness and build upon strengths. For example, a new tracking system is currently being implemented, to show children's progress whilst at the setting.

Staff have strong partnerships with parents. Effective lines of communication are supported through daily verbal feedback, parent's newsletters and communication books. Purposeful relationships with other professionals are firmly established. The setting works with the local advisory team, special educational needs co-ordinator and staff from the nearby school. These partnerships contribute well to supporting children's learning and welfare needs and preparing them for future transitions.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY321024
Local authority	Hampshire
Inspection number	845720
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	33
Name of provider	The Hatchlings Nursery School Limited
Date of previous inspection	25/09/2009
Telephone number	01256 333113

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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