

# The Hatchlings Nursery School

137 Worting Road, BASINGSTOKE, Hampshire, RG22 6NN

## Inspection date

19/11/2013

Previous inspection date

26/11/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- The nursery provides a happy busy environment where children make good progress in their learning and development.
- Staff are enthusiastic and build positive relationships with children and parents.
- Staff successfully work in partnership with parents and other agencies to promote children's positive behaviour and language development.
- Good use is made of the space available indoors to provide children with a safe, spacious play environment.
- The nursery has an ethos of continuous development and uses feedback from staff, parents and professionals to inform and enhance their plans. They aspire to continuously improve.
- Parents comment very positively about the progress their children make and the high quality of the service the nursery offers.

### It is not yet outstanding because

- Children in the two-to three-years-old room do not always have good opportunities to independently experiment with materials and resources to encourage their expressive arts and design skills.

## **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 viewed the premises and resources with the manager.
- The inspector observed the children and staff at play and conducted a joint observation with the manager.
- The inspector examined records and documents provided by the manager and staff.
- The inspector spoke to parents.
- The inspector read the provider's self-evaluation document.

## **Inspector**

Lynne Lewington

## Full report

### Information about the setting

The Hatchlings Nursery School is one of two nursery schools operated by Hatchlings Nursery School Limited. The nursery registered 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 am to 5.30 pm for 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 40 children on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities, as well as children learning English as an additional language. The nursery employs nine members of staff, seven of whom hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- strengthen opportunities for children in the two-to-three year-olds-room to access resources to enable them to be independently creative, for example with malleable materials, paint, collage and music.

## Inspection judgements

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

Children enjoy a varied range of activities each day both indoors and outside. Staff adapt and follow the children's interests. For example, in the pre-school room the children enjoy using paint and they show increasing awareness of what happens as they mix colours to create their unique pictures. They develop their fine physical skills and creativity as they roll and cut the dough with a variety of tools. Staff make good use of opportunities to encourage the children's language as they provide a commentary and challenge children with questions such as 'what will happen if..?' This encourages the children to think and experiment. Children demonstrate increasing skills manipulating technology equipment as they use the computer mouse to select items and follow instructions. Staff read to the children in both rooms frequently and children independently use the high quality fact and fiction books to develop early literacy skills. The children have good opportunities to see adults writing and many opportunities to make marks with a variety of writing implements both indoors and outside. Labels around the nursery help children to become familiar with their names and begin to understand that words have meaning. Children sing and participate in action songs, enthusiastically demonstrating their increasing abilities to recall the words and actions to familiar songs.

The nursery encourages children's physical development well outdoors as the children use

a variety of resources. For example, they climb and balance, kick and throw balls and use wheeled toys. Sand and water play provides them with good opportunities to develop their finer skills as they pour, fill and wash items. Staff encourage mathematical awareness in everything the children do. They model counting out aloud and encourage children to count too. They talk about shapes, position and size naturally as children undertake their activities. For example, as a child opens their sandwiches the adult refers to their 'triangle' sandwich. A planned activity to make bird feeders provides a good opportunity for children to talk about size as they compare the tools they use and count spoonfuls as they add ingredients. Children enjoy good opportunities to experience activities across all areas of learning. However, the youngest children have fewer good opportunities to develop their independent expressive art and design skills to support this aspect of their learning.

Staff are knowledgeable and enthusiastic. They know what interests individual children and demonstrate a good understanding of development in their records and in discussion. They discuss children with parents and gather comprehensive information to enable them to understand what children can do. This provides a base for them to monitor children's ongoing development. The high quality records indicate children make good progress. Staff are vigilant and sensitively discuss concerns with parents. With parents' permission they seek additional specialist advice if necessary. This helps to ensure that every child has good opportunities to develop to their full potential and consequently be ready for the opportunities school will offer.

The key person system is well developed. Parents feel well informed and develop positive relationships with key people who know their children well. They feel staff are interested in their knowledge of their child. Parents share information about children's progress at home and this is celebrated in nursery. This helps to build the children's confidence and self-esteem as they feel pride in their achievements.

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

Children enter the nursery confidently. They are greeted warmly by their key person who makes them feel welcome. Children explore the play environment independently and relate to the staff well. Simple and consistent routines help children to understand what is happening and what will happen next. This helps them to feel secure.

The staff are all positive role models. They speak calmly and patiently to each other and the children. Children behave well. Staff encourage them to learn to share, take turns and be kind to each other and they talk with them about feelings as they play. This all increases children's awareness of desirable behaviour. Staff also work successfully with parents to develop behaviour management strategies at home to support children's personal, social and emotional development.

Staff demonstrate a good awareness of all aspects of safeguarding as children's welfare is a high priority to them all. Staff use comprehensive risk assessments to help to ensure potential risks are managed effectively. Children learn about safe behaviour, for example through gentle reminders, opportunities to use tools in their play and by practising regular

fire drills. The environment is attractive and generally well maintained, providing a safe and secure environment for children's care.

Children enjoy healthy snacks and regular drinks of water or milk provided by the nursery. If they stay for lunch they bring a packed lunch, which is stored to ensure it remains fresh. An awareness of a healthy lifestyle is encouraged as staff talk with children about healthy eating in their activities and at mealtimes. Children demonstrate an age appropriate awareness of good hygiene routines and staff encourage toilet training effectively. The daily activities help to ensure children have ample opportunities to develop their physical skills in the fresh air and natural light as they play in the garden. This helps to increase a sense of well-being and supports children's good health.

Children are carefully prepared for moves within the nursery and when they move on to school to support their emotional well-being. Staff talk with the children and parents about what will happen, introduce key people and arrange visits within the nursery. This enables moves to happen smoothly. Staff encourage children to develop their independence skills in preparation for school. Teachers are welcome to visit the nursery and parents are encouraged to take children to visit their prospective school. Invitations to school productions also provide a valuable opportunity for pre-school children to experience visiting school.

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

The leadership and management team are strong and knowledgeable. They supervise the nursery well and ensure staff provide a broad variety of experiences to enable children to develop their skills. Staff monitor observations of children at play and summaries of development to ensure they provide quality evidence of children's progress. This helps staff to identify if additional help is needed to meet an individual need.

Staff demonstrate a clear awareness of the action they would take if they were concerned about a child in the nursery. All the staff have undertaken safeguarding training and regularly review safeguarding practice at staff meetings. The management are fully aware of their responsibility to notify Ofsted of any significant event, in line with the requirements of the Statutory Framework for the Early Years Foundation Stage. Clear policies and procedures are in place with regard to all aspects of welfare. These are shared with parents to ensure they understand how the nursery works and cares for their children. Robust recruitment and induction procedures are followed, ensuring staff are suitable for their role. All staff receive regular supervision and encouragement to develop their knowledge and skills through training opportunities. This helps to maintain a motivated staff team.

Building strong partnerships with parents and others is an essential part of this friendly nursery. Parents speak very positively about the help they have received in managing behaviour and the progress children have made. They feel very well informed. Good links with local schools, nurseries, the early years service and relevant professionals all enable

the nursery to offer a well informed high quality service. For example, they seek and receive advice and support from the local language service when they have children on roll who learn English as an additional language.

The views of staff, parents and professionals are used to continuously evaluate the provision. A clear plan of action indicates the nursery's commitment to develop and improve the outcomes for children. This includes developing the outdoor environment to improve the children's all year round outdoor play experiences.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY321046
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	938787
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	40
<b>Name of provider</b>	The Hatchlings Nursery School Limited
<b>Date of previous inspection</b>	26/11/2009
<b>Telephone number</b>	01256 331147

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

