

Hampton Nursery

Hampton Nursery, 26 Browns Lane, Knowle, Solihull, West Midlands, B93 9BE



Inspection date

10 March 2015

Previous inspection date

11 November 2008

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

Summary of key findings for parents

This provision is good

- Staff use gradual settling-in sessions to spend time getting to know the children and gaining information about their achievements so far from parents and previous carers. Good relationships continue to ensure that parents are kept well informed and involved in their child's developmental progress. Parents speak highly of the nursery and often recommend the services to family and friends.
- Partnerships with other professionals are very strong. This cohesive approach means that children's all-round development and learning needs are well met. Staff quickly spot when children are not reaching expected developmental milestones and work very effectively together to support children in catching up with their peers.
- Children are happy because staff provide a caring and nurturing environment. They form strong attachments with key persons and other staff. This means that children's emotional well-being is positively promoted.
- Children relish the responsibility of being a helper for the day. This develops their confidence and self-esteem, which prepares them well for the next stages in learning and for their eventual move to school.
- Safeguarding arrangements are thorough and children are safe and secure at nursery. Staff have completed safeguarding training. Furthermore, regularly planned staff discussions ensure that they know the action they need to take should they have any concerns about a child's welfare.

It is not yet outstanding because:

- Staff do not always make their expectations of behaviour consistently clear to older children.
- Staff do not make full use of outdoor areas to help children to learn about the natural world or to build on their good physical skills.

What the setting needs to do to improve further

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

- help older children to understand the expectations of how to conduct themselves at the nursery, for example, by consistently sharing the rules for behaviour with them
- extend the use of outdoor spaces so that young children can investigate the natural world during different seasons and develop their physical skills further.

Inspection activities

- The inspector observed activities and spoke with the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the provider.
- The inspector sampled documentation including children's records, a selection of policies and procedures and checked the evidence of the suitability and qualifications of all staff working with children.
- The inspector took into account the views of parents spoken to during the inspection.

Inspector

Lucy Showell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a clear understanding of the individual needs and abilities of each child and plan learning activities, which successfully build on children's interests. In the "tweenie" room, staff use children's love of trains by including this theme in a painting activity and in the sand play, so that children are encouraged to make marks using familiar resources. Staff provide children with a balance of activities. Children choose some for themselves and others are led by adults. In the pre-school room, children sit with staff to complete jigsaws, listen to stories and enjoy matching and sorting games on the computer. Others, meanwhile, independently engage in role-play situations. For example, some use the tools to pretend to mend the playhouse or use a till or keyboard as they mimic adults. Staff are skilled in knowing when to let children continue their play, and when to move their learning forward. For example, in the baby room, staff make a game of peek-a-boo with children while they are exploring different fabrics.

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

Children have good opportunities to make independent choices from the wide variety of resources available. For example, they are developing skills using sand timers to help them learn to share and take turns. Children's good behaviour is commended well through praise and interactive reward charts. However, staff do not always encourage and reinforce children's good understanding of the boundaries of positive behaviour. For example, older children are not consistently reminded of what is expected of them during group times and general play. Children enjoy regular exercise, developing physical skills and confidence as they enthusiastically play in the stimulating outdoor area. For example, older children are excited to play on the new climbing frame and make a straw house for the three little pigs in the den-building area. However, there are too few opportunities for children to investigate the natural world at different times of the year. Furthermore, the youngest children do not have very frequent access to equipment outside that helps them to enhance their physical skills even further.

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

Managers are confident about the suitability of staff because they implement robust systems for recruitment and induction. Staff fully understand their roles and responsibilities. They successfully meet all the requirements for the Early Years Foundation Stage. The qualifications held by staff, and their secure understanding of how children learn, is a key factor in the good-quality teaching. The more qualified and experienced staff effectively tutor and support others, which promotes good and consistent practice throughout the team. Staff performance is monitored well and all staff receive regular supervisions. Knowledge gained through training, visiting other settings and networking with other professionals is used well to continually improve the quality of the provision. Staff have made significant improvements since their last inspection and there is a buzz of excitement for the future.

Setting details

Unique reference number	EY282455
Local authority	Solihull
Inspection number	856246
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	69
Name of provider	Isabelle Howes
Date of previous inspection	11 November 2008
Telephone number	01564 772211

Hampton Nursery was registered in 2004. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional status and two with foundation degrees. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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