

Hambleton Nursery School

Hambleton Primary School, Arthurs Lane, Hambleton, Poulton-le-Fylde, Lancashire, FY6 9BZ



Inspection date	19 March 2015
Previous inspection date	19 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 provide enthusiastic and challenging activities to meet all areas of learning and development. As a result, children are keen learners and are progressing well towards the early learning goals.
- Children are exceeding in their literacy and mathematical development. This is because staff build on letter and number recognition through focused activities. Consequently, children are well prepared for school and their next stage of learning.
- Children are highly engaged in the stimulating and well-resourced environment. Their imaginations flourish as they play and have endless fun in the creative and well-designed areas of the setting.
- Children are offered many opportunities to develop and extend their independence. They confidently spread butter and jam onto their toast at snack time. Children skilfully cut fruit and vegetables using perforated knives and chopping boards.
- Partnership with parents is strong. Staff support parents to continue with children's learning at home by keeping them well informed of their progress. As a result, parents speak highly of the setting and highlight the improvements their children have made since attending the setting.

It is not yet outstanding because:

- Younger children do not always fully participate during focused activities when mixed with Reception children. Consequently, children do not fully understand what is expected of them.
- Teaching styles are not consistent across the setting particularly with newer staff members.

What the setting needs to do to improve further

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

- build upon focused activities to allow those younger children to participate more fully. For example, when mixing with Reception children
- develop and focus on the professional development of the newer members of staff by sharing best practice in order to raise teaching to outstanding across the setting.

Inspection activities

- The inspector observed activities in the main playroom and outside.
- The inspector conducted a joint observation with the acting manager.
- The inspector held meetings with the manager and the acting manager of the setting.
- The inspector spoke with children and asked the staff questions about their practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including the safeguarding procedures.
- The inspector checked evidence of the suitability and the qualifications of the staff working with children and the setting's improvement plan.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Amy Willoughby

Inspection findings

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

Teaching is good and staff ensure they provide children with a broad range of experiences to cover all seven areas of learning. However, staff's teaching styles are not consistent across the setting particularly with newer staff members. Staff interact well with children. They deploy themselves at children's level and use good eye contact to sustain their attention when communicating. Staff explain different situations to children using actions to support their understanding. For example, children cover one eye with their hand to understand what it is like to wear an eye patch. Younger children mix with Reception children to develop their communication and language skills. They benefit socially from this, however, younger children are not able to participate fully in the focused activities because staff do not always explain what is expected of them. Staff observe children in their play. They assess what they can do and challenge their learning further by focusing on their next steps. Assessments are clear and show children are making progress. Children who are at different stages of learning are supported well through smaller group work.

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

Children are happy and content in the setting. They play independently or confidently within their friendship groups. Children enjoy taking turns to jump onto the large tyres and walk across the wooden beams unaided. They wait excitedly for their turn and watch their friends acquire new skills. Children are confident to take risks, but seek adult support if needed. Children have developed close attachments with all staff members. This is because the setting operates an effective key-person system. Staff know the children in their care exceptionally well and understand how to nurture each child's uniqueness. The setting operates good care practices for children, which help children learn how to be healthy and safe. As a result, children show high levels of self-confidence, for example, with taking care of their personal needs and as they carry out daily routines, such as effective hand washing. Children enjoy healthy nutritious meals and snacks with their friends.

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

The managers and staff act accordingly if they have concerns regarding a child's welfare. They rigorously follow detailed policies and procedures and prioritise safeguarding and child protection. The managers ensure relevant training is kept up to date, such as paediatric first aid and safeguarding. Further training is identified through supervisions and appraisals. Staff qualifications impact well on the learning children receive as staff translate their knowledge well into practice. Since the previous inspection, the managers and staff have made significant improvements in tracking children's progress and identifying their next steps. Children are making good progress in all areas of learning. Consequently, children's readiness for school is highly supported.

Setting details

Unique reference number	403605
Local authority	Lancashire
Inspection number	847909
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	42
Name of provider	Hambleton Nursery School Committee
Date of previous inspection	19 March 2012
Telephone number	01253 700 331

Hambleton Nursery School was registered in 2001. The nursery employs five members of childcare staff. All of these hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am until 3.30pm. The nursery provides funded early education for three- and four-year-old children.

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