

# Hatton Hill Day Nursery and Preschool

Hatton Hill, Windleshem, Surrey, GU20 6AB



<b>Inspection date</b>	20 May 2016
Previous inspection date	15 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff provide an inviting nursery where children are nurtured in caring relationships. Children settle quickly. They are confident and behave well.
- The provider and manager monitor the work of the nursery effectively. The quality of teaching has improved and is good. For example, precise action plans have supported great improvements to the outdoor learning environment.
- Children make good progress. Staff successfully assess each child's progress to help them to meet their individual learning needs. Children have a wealth of learning opportunities and make independent choices about their play.
- Children, including those who are learning to talk, make good progress in developing their communication and language skills. Children at an early stage of learning English as an additional language are well supported and catch up quickly.
- The manager is ambitious and has high standards for the nursery. She works closely with staff and parents to evaluate the provision on a regular basis.

### It is not yet outstanding because:

- The provider is at an early stage of implementing a system to track the progress of different groups to identify and address gaps which may arise in the provision.
- Staff miss some opportunities arising from children's spontaneous play to deepen their investigative skills, for example about the physical world.

## What the setting needs to do to improve further

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

- monitor the progress of groups of children and use this information to assess whether the provision for different groups can be enhanced further
- support staff in recognising the potential arising from children's play so they can deepen children's investigative skills, for example about the physical world.

### Inspection activities

- The inspector observed activities and staff interactions with children, including outdoors.
- The inspector held meetings with the manager and senior managers representing the provider and spoke to staff, children and parents.
- The inspector conducted several joint observations with the manager.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, written policies and procedures.
- The inspector took account of the views of parents spoken to during the inspection as well as their written comments.

### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her team understand the procedures to follow if they are concerned about the safety or welfare of a child. The provider and manager use thorough arrangements to ensure robust recruitment, vetting and induction of new staff. They passionately support children's learning and inspire staff to develop their qualifications and skills further. For example, their systems for monitoring and coaching staff have led to good teaching for children of different ages. Effective partnerships with parents, other providers and professionals help to provide a consistent approach to children's learning and development. Parents are actively involved in their children's learning. Staff and the website provide advice to support learning at home.

### Quality of teaching, learning and assessment is good

Staff provide a stimulating environment which engages children of all ages. Staff talk to babies and children, question them and use repetitive language during their play. They show delight when a child masters a new skill, for example when a toddler successfully negotiates the small slide. Children have good opportunities to follow their ideas. For example, pre-school children made treasure maps as they predicted where pirates' treasure might be before searching the garden for gold. Children are given many opportunities to find out about the natural world. For example, children aged two and three years keenly observe changes in tadpoles as they grow. Staff extend children's mathematical understanding with frequent counting games and accurate use of shape names.

### Personal development, behaviour and welfare are good

Children settle well as key staff are attentive and sensitive to their needs. Children benefit from well-considered sleep routines. Staff use praise and encouragement effectively to promote children's confidence and self-esteem. They guide children with warmth and patience so they cooperate and behave responsibly. Children develop good independence skills. For example, during their sociable snack times and mealtimes, children learn to serve healthy portions of food that meet their health and cultural needs. Children of all ages enjoy a very well-resourced outside area. They have lots of opportunities to play outdoors and to be physically active.

### Outcomes for children are good

All children make good progress and are well prepared for the next stage in their learning, including school. Children participate enthusiastically in a range of well-chosen challenging experiences. They learn to be part of a group, for example when singing songs and using musical instruments. Children achieve well in their early reading, writing and number skills. Children from an early age come to love books and learn to handle tools safely; for example, when toddlers draw with chalk in the outdoor area.

## Setting details

<b>Unique reference number</b>	EY374132
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1028638
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	105
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Casterbridge Nurseries Ltd
<b>Registered person unique reference number</b>	RP900869
<b>Date of previous inspection</b>	15 May 2013
<b>Telephone number</b>	01276 474764

Hatton Hill Day Nursery and Preschool registered in 2008. It operates from a large house in Windlesham, Surrey. The nursery opens five days a week from 7.30am until 6pm for 51 weeks of the year. The after-school club operates from 3pm to 6pm, during term time only. The holiday club operates from 7.30am to 6pm in the school holidays, except for one week over Christmas. There are 24 members of staff working with children. The manager and deputy manager hold relevant early years qualifications to level 6, 10 members of staff are qualified to level 3, two are qualified to level 2 and one member of staff is a qualified teacher. The preschool receives funding to provide free early education for children aged three and four years. The nursery offers various on-site extra-curricular activities, including ballet classes and swimming lessons.

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