

Hanbury Kindergarten

Langton Community Hall, Stonton Road, Church Langton, Leicestershire, LE16 7SZ



Inspection date

20 April 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 support children's interests well. Children make independent choices and lead their own play. They use a broad range of interesting and easily accessible resources, both indoors and outside.
- Children are constantly praised and encouraged. Staff are kind, respectful and value children's views and opinions. Children are reminded about expectations of behaviour. They play well together, demonstrate good manners, share and take turns.
- Staff have a good regard for children's safety and emotional well-being. Children are happy and demonstrate that they feel secure. They settle quickly and develop close attachments with staff and other children.
- Partnerships with parents are good. Staff are approachable and successfully engage parents in their children's learning, both within the nursery and at home. Parents are welcomed into the setting. They are invited to share their skills and information about their cultures, in order to enhance children's awareness of the wider world.

It is not yet outstanding because:

- Information about children's development is not always used to best effect in planning activities which focus on how to raise their achievements to a higher level.
- Systems for monitoring staff performance are not always rigorous enough to ensure that teaching is consistently at the highest level.

What the setting needs to do to improve further

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

- strengthen the monitoring of children's progress and plan activities more precisely, helping children to achieve at the highest levels
- make even better use of systems to monitor staff practice and ensure that teaching is consistently at the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outside and assessed the impact this has on children's learning.
- The inspector viewed all areas of the premises used by children including the outdoor environment.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to a number of parents, staff and children during the inspection and took account of their views.

Inspector

Claire Jenner

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff are confident with their responsibilities to protect children from harm. They are aware of the procedures to follow should they have a concern about a child's welfare. Recruitment and selection procedures are in place to ensure that staff are skilled and suitable to work with children. The manager ensures that all staff understand their roles and responsibilities through effective induction and supervision arrangements. The manager and staff share a strong desire to provide a good quality experience for children, and demonstrate a strong drive for improvement.

Quality of teaching, learning and assessment is good

The well qualified and experienced staff have a secure understanding of how children learn. They regularly observe children and have a good awareness of their individual next steps and interests. The environment and resources are thoughtfully presented. Children play with real food in the role play area, and sort and sequence numbered stones. Children are motivated to explore and staff respond to their interests well. Children are eager to join in and have a go. They show determination and perseverance during activities. For example, practising with scissors until they master the new skill. They show a strong sense of pride and achievement as they cut through paper and card to create a collage. Children participate in group times. They learn the days of the week and talk about the weather. Staff promote children's confidence, encouraging them to contribute and voice their views. When required, staff work effectively with other professionals and outside agencies to support children and close any gaps in their learning.

Personal development, behaviour and welfare are good

Children are content and display a strong sense of belonging. They play well together and benefit from spending time with children of different ages. They take part in daily routines that promote their independence and self-esteem. Children take it in turns to help prepare snack and chose when they would like to have it. This contributes towards them developing confidence in their own abilities and prepares them for the move onto school. Children's good health is promoted well. They enjoy outdoor play on a daily basis. Staff supervise children effectively. They provide nutritious snacks and teach children to manage their own hygiene needs. They offer guidance and support so that children behave safely and suitability when playing indoors and outside.

Outcomes for children are good

All children make good progress given their starting points and capabilities. They are working well within the expected range of development for their age, in readiness for school. They show high levels of independence. Children develop their literacy and mathematical skills well. They learn about numbers, letters and sounds in their play. Children are keen to practise their early writing skills as they prepare shopping lists in the role play area.

Setting details

Unique reference number	EY457304
Local authority	Leicestershire
Inspection number	930902
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	30
Name of provider	Julie Elizabeth Hitchcock
Date of previous inspection	Not applicable
Telephone number	01858545788

Hanbury Kindergarten was registered in 2013. The Kindergarten employs four members of childcare staff. Of these, all hold appropriate early years qualifications to level 3. One member of staff holds qualified teacher status and another holds early years professional status. The kindergarten opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The kindergarten provides funded early education for three- and four-year-old children. It supports children who have special educational needs or disability and those who speak English as an additional language.

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