

# The Hatchlings Nursery School

137 Worting Road, Basingstoke, Hampshire, RG22 6NN



## Inspection date

14 October 2016

## Previous inspection date

19 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 undertake regular training and stay up to date with best practice by drawing on their wide professional network. This has a very positive impact on the quality of the provision overall.
- Staff are vigilant about checking children's safety and know what action to take if they have any concerns about a child's welfare.
- Staff are skilled at devising learning-rich activities for children of all ages. Children make consistently good levels of progress in their learning and development.
- Children enjoy playing with, and learning from, children of different ages. They learn to work well as a team, negotiating with each other as they cooperate on activities.
- Partnerships with parents and other settings are effective and contribute well to children's learning.
- Effective partnerships are in place with other professionals. This ensures all children, especially those with special educational needs, make good progress from their starting points.

### It is not yet outstanding because:

- Staff do not always gather sufficiently precise information from parents about what their children already know and can do when they start attending the nursery.
- Staff do not fully capitalise on their frequent, perceptive observations of children's achievements to focus sharply on promoting the next steps in children's learning.

## What the setting needs to do to improve further

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

- involve parents more effectively in assessing their children's level of achievement when they join the setting to give a clearer starting point for assessing future progress
- enable children to make the best possible progress by identifying and targeting more precisely each child's next steps in learning as they continue to enjoy diverse and challenging activities.

### Inspection activities

- The inspector observed care routines and teaching, and the impact of these on children's learning and development.
- The inspector reviewed records and procedures relating to safeguarding, risk assessment, and health and safety, and discussed a range of other procedures relating to children's safety and welfare with the provider.
- The inspector looked at children's records, the provider's planning and evaluation of activities, and how she exchanges information with parents.
- The inspector took account of the views of parents spoken to on the day and reviewed written communications from parents.
- The inspector carried out a joint observation with the manager and discussed arrangements for staff supervision and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The leadership team ensures staff regularly update their knowledge of child protection and use daily procedures to keep children safe from harm. They also use good systems for recruitment, supervision and further professional development to make sure staff continue to be suitable and skilled to work with children. The manager uses self-evaluation well to reflect on the views of children, their parents and staff. This helps her to identify ways to improve the nursery even further. For example, parents and staff are currently exploring new ways of monitoring their children's daily achievements.

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

Experienced and well-qualified staff are good at delivering a wide range of opportunities for children to play and learn. They encourage older children to learn to listen attentively, communicate kindly and express their views with confidence. Staff plan and provide new experiences which capture even the youngest children's enthusiasm for trying new things. For example, children aged two and three years mix colours, scrunch autumn leaves and swirl glitter across a table of shaving foam. They enjoy watching each other make prints of their patterns and begin moving their hands and tools in time with background music. Staff ensure all children make good progress in their learning as they play.

### Personal development, behaviour and welfare are good

Staff know the children in their care very well and work closely with their parents to help children settle in. Children are happy and actively engaged in purposeful play and exploration throughout the day. Staff create a very nurturing environment, where children are valued and respected as individuals. They are responsive to children's needs and skilfully support children's confidence, positive behaviour and friendships. Staff develop children's understanding about how to keep healthy and fit, for example through challenging physical play in the well-designed outdoor play areas. They also teach children ways to keep themselves safe as they walk to attractions in their community.

### Outcomes for children are good

Children play and explore happily and with confidence. They are highly cooperative and respectful in their attitude to others as they play together and take account of each other's needs. Children are imaginative and creative in their play. They develop a love for stories about imaginary worlds and think about different characters' experiences. Children are firmly rooted in their local community. They learn about the people who help them and some of the jobs they do. Staff prepare children well for their move to school, both socially and academically. Children are keen to learn and develop good basic skills in literacy and mathematics.

## Setting details

<b>Unique reference number</b>	EY321046
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1061971
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	The Hatchlings Nursery School Limited
<b>Registered person unique reference number</b>	RP903810
<b>Date of previous inspection</b>	19 November 2013
<b>Telephone number</b>	01256 331147

The Hatchlings Nursery School in Basingstoke, Hampshire registered in 2006. It is one of two nursery schools operated by Hatchlings Nursery School Limited. The nursery is open each weekday from 8am to 5.30pm for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight members of staff, seven of whom hold appropriate early years qualifications at level 3 to level 6. The owner is a qualified teacher.

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