

The Hatchlings Nursery School



Hatchlings Nursery School, 2 Anstey Close, Basingstoke, Hampshire, RG21 3JG

Inspection date	1 December 2016
Previous inspection date	24 April 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The owner and manager demonstrate an exceptionally conscientious approach to self-evaluation, which they continue to use to obtain and sustain high quality provision.
- Children's well-being is paramount to all staff. The manager and her team have an excellent understanding of the policies and procedures for safeguarding and protecting children's welfare. Children play in a safe, secure environment where they know they are valued and respected as individuals.
- Staff create vibrant, diverse learning opportunities for children inside and out. Children make choices, practise new skills and follow through their own ideas as they play. They are highly absorbed in their activities, concentrate on what they are doing and think up new ways to improve their games and constructions.
- Staff work exceptionally well with parents to prepare children for changes in their lives and for the next stage in their learning. Children make excellent levels of progress at the nursery and outcomes are consistently high.
- Children behave extremely well. Staff expertly support their social skills as they play together. They listen carefully to children, are highly responsive to their communication and frequently model and praise their use of more expressive language. For example, when children described painting their hands as 'tickly', they glowed with pride as staff said 'that is a nice describing word'.

What the setting needs to do to improve further

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

- extend the strong programme of professional development even further to ensure that children who have special educational needs continue to make outstanding levels of progress.

Inspection activities

- The inspector observed care routines and teaching, and the effect 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 manager'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 communication from parents.
- The inspector undertook a joint observation with the manager and talked about the effect of staff's training, experience and practice on raising outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is outstanding

The nursery owner gently and persistently nurtures her staff towards securing the high levels of achievement she envisages for each child at her setting. She places a high priority on developing staff's expertise in teaching and care. For instance, all staff engage in a wide range of professional training and develop highly effective partnerships with other services. They prepare all children exceptionally well for the next stage in their learning, regardless of their starting points. The manager monitors and evaluates how and what staff teach. Their exemplary information sharing with parents enables them to support weaker areas of development and challenge children to reach their potential. Safeguarding is effective. The manager ensures all staff vigilantly protect children.

Quality of teaching, learning and assessment is outstanding

Staff have a thorough understanding of each child's interests and abilities based on the valuable insights they gain as they observe and play with children. They combine this knowledge with accurate assessments of children's progress to plan experiences that draw children towards the next steps in their learning. For example, children who enjoy playing with dinosaurs find them in the mud kitchen or hiding in other areas of messy, sensory play. Staff inspire children's imaginations as they create meals and construct homes for dinosaurs. They encourage children to think creatively about different food types; for example, what is nutritious and how we care for creatures and for ourselves.

Personal development, behaviour and welfare are outstanding

Shy children gain self-confidence, new children quickly settle, and children needing emotional stability and continuity soon flourish in the care of attentive skilled staff. The manager builds open, honest, supportive partnerships with parents and puts children's individual needs central to all practice. For instance, she welcomes guidance from specialist professionals, seeks help for children that need it and drives forward interventions to better prepare children for what comes next. Staff recognise the benefits of learning more about different special educational needs to ensure that all children continue to make outstanding levels of progress.

Outcomes for children are outstanding

Children show enjoyment in their learning and confidence in their own abilities. They move on to school with the foundation knowledge and skills they need for future success. For example, children see, use and confidently explore numbers and letters in their play throughout the day. They learn that information comes from books, computers, pictures and text, as well as through listening and talking with other children and adults. Children learn to adapt their behaviour to accommodate the needs of others. They become more gracious about asserting their own ideas as they negotiate play with friends.

Setting details

Unique reference number	EY321024
Local authority	Hampshire
Inspection number	1061970
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	14
Name of registered person	The Hatchlings Nursery School Limited
Registered person unique reference number	RP903810
Date of previous inspection	24 April 2013
Telephone number	01256 333113

The Hatchlings Nursery School registered in 1996. It is one of two nurseries in Basingstoke under the company name of Hatchlings Nursery School Limited. The nursery is open from 9am to 4pm from Monday to Friday during school term times. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are five members of staff, four of whom hold appropriate early years qualifications at level 3 to level 6. The owner is a qualified teacher.

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