

# Miss Polly's Kindergarten

The Hurst Community College, Brimpton Road, Baughurst, Tadley, RG26 5NL



## Inspection date

25 May 2017

Previous inspection date

28 May 2015

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The setting did not know they must inform Ofsted of a change to the nominated individual and manager to ensure all required suitability checks are completed, and failed to do so. However, this does not have a significant impact on the children's safety and well-being as those overseeing the nursery were suitable to do so.
- At times staff do not effectively manage children's behaviour and support them to learn what is expected of them.
- The manager is not sufficiently confident in her knowledge and understanding of some of the nursery's safeguarding policies and behaviour management procedures to implement them fully effectively.
- During some activities, staff do not make the most of opportunities to encourage children to find out why they think things happen, to extend their learning.
- Self-evaluation is not sufficiently robust to help the management and staff consistently identify areas of weakness and target further areas for improvement.

### It has the following strengths

- The manager uses effective systems to analyse the progress different groups of children make in their learning, to promote good outcomes. All groups of children make good progress in their learning in relation to their starting points.
- Older children gain the skills they need for school. For example, they learn to dress independently and complete simple tasks, such as helping to tidy away toys after play.
- Staff have positive relationships with parents, which helps them to meet children's care needs. They involve parents in all aspects of their children's learning.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

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|--|------------|
| ■ improve knowledge and understanding about when to notify Ofsted of any changes, such as to the nominated individual and manager, so that the necessary checks can be completed | 15/06/2017 |
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**To further improve the quality of the early years provision the provider should:**

- develop staff's understanding of how to manage children's behaviour, including giving clear and consistent messages to children to help them understand how their actions affect others
- extend the new manager's understanding of the setting's safeguarding policies and behaviour management procedures to implement them more confidently
- extend children's learning further by asking them to think about why things happen
- strengthen self-evaluation to ensure that it accurately identifies where to improve staff practice and make sure the setting meets all legal requirements.

## Inspection activities

- The inspector observed the interactions between the staff and the children and assessed the impact this has on the children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector spoke to staff and asked them questions relating to safeguarding children and assessing children's learning.
- The inspector completed an observation on one child from each room in the nursery to assess their learning and development.
- The inspector spoke to children throughout the inspection.

## Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The management team has failed to inform Ofsted of a change to the manager, who was also the nominated individual. This means that Ofsted has not been able to complete the required checks to ensure that this person is suitable. However, the school governing body and head teacher, who have all had checks to ensure they are suitable, have been overseeing the nursery during this time. Therefore, children's safety and well-being have not been at significant risk. The manager has not fully evaluated her own practice to identify gaps in her knowledge of the setting's policies and procedures to implement them confidently. For instance, she does always not monitor how staff manage behaviour and is not confident in responding to allegations made against staff. However, the manager knows to follow the setting's policies and procedures. Self-evaluation is not sufficiently robust to identify all areas for improvement. Nonetheless, the manager and staff seek the views of parents to support them in identifying improvements to the setting. The manager and staff use risk assessments well to help them maintain safe play environments. Staff generally supervise children well. The management team conducts regular supervisory meetings with staff to help monitor their practice. Staff are confident in how to identify and protect children from harm. Safeguarding is effective.

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

Staff complete observations on children and assess their development well. They use this information successfully to identify any gaps in children's learning and implement plans to support their ongoing progress. Staff generally interact well with children during activities. However, they do not use children's interests consistently to help extend on their learning, such as asking questions about why things happen. Staff work effectively with other professionals, such as schools. This helps to support children's learning and development. Children learn about different cultures and faiths, such as during planned activities and reflecting on their own backgrounds, to help support their sense of identity.

### Personal development, behaviour and welfare require improvement

Children's behaviour is variable. This is because staff do not always give children clear messages about what is right and wrong or consistently use positive strategies to reinforce good behaviour. For example, when children climb on the furniture in the home corner or throw balls at others. However, staff have sought guidance from other professionals to support them with managing challenging behaviour and this is having a positive impact. Staff create a well-resourced environment. Children become independent and manage their personal needs very well. They can easily choose from a range of resources and freely initiate their own play. They develop close bonds with their key person, which helps them to develop good levels of emotional well-being.

### Outcomes for children are good

Children are working comfortably within the range of development expected of them, taking account of their starting points on entry to the nursery. They are happy and confident individuals and most children demonstrate an eagerness to learn. Children

develop good mathematical skills. For example, they count and complete simple addition during activities.

## Setting details

<b>Unique reference number</b>	110018
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1089057
<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>	0 - 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	The Hurst Community College
<b>Registered person unique reference number</b>	RP905498
<b>Date of previous inspection</b>	28 May 2015
<b>Telephone number</b>	01189 814129

Miss Polly's Kindergarten opened in 1990. It is based in the Hurst Community College and is located in the rural area of Baughurst, in Hampshire. The kindergarten is open each weekday, from 7.30am until 6pm, all year round. The pre-school provides funded early education for two-, three- and four-year-old children. There are 24 members of staff. Of these, 19 hold appropriate qualifications in childcare and education between level 2 and level 3.

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