

# Henry's Kindergarten

Henry Beaufort School, Harestock, WINCHESTER, Hampshire SO22 6JJ



<b>Inspection date</b>	8 October 2018
Previous inspection date	27 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
Effectiveness of 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

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

- Leaders do not make sure that risk assessments are robust and implemented effectively to identify hazards clearly within the environment, and take all necessary steps to ensure the security of the premises at all times.
- The monitoring of staff practice is not sharply focused to identify and target support in teaching and wider training needs.
- Staff do not use the outdoor play activities to maximum effect to support children who prefer to learn outside.

### It has the following strengths

- Partnerships with parents and other settings are good. Parents value the good levels of communication they receive from staff. Staff work closely with local schools and health professionals to ensure children are well prepared for the next stage of their learning.
- Staff offer good emotional support to children. Babies and young children have their individual needs well met. All children show that staff are important to them, for example, they settle well and enjoy regular comfort and reassurance.
- Staff effectively observe and assess children's progress. They identify learning priorities successfully and involve parents in continuing learning at home.
- Staff provide children with healthy and nutritious meals that help promote their good health.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure robust risk assessments are carried out that clearly identify hazards in the environment and take all necessary steps to remove these, particularly the security of the premises so children cannot leave unsupervised.	26/10/2018

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

- develop the use of monitoring and reflection to provide all staff with a wider range of training and professional development opportunities to help improve children's outcomes further
- strengthen the planning of outdoor activities to further support children who learn better outside.

### Inspection activities

- The inspector observed activities in the two main base rooms and garden.
- The inspector carried out a joint observation with one of the acting managers and checked evidence relating to the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the three acting managers. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of leadership and management requires improvement

Leaders do not take reasonable steps to clearly demonstrate how they are managing risks in the environment. For example, risk assessments are not fully effective in identifying the necessary measures required to remove hazards, with particular regard to the security of the premises and ensuring children's safety in the garden. Despite this, staff are deployed well. The management team ensures that staff keep their safeguarding training up to date. Staff have a secure understanding of how to recognise and report any child protection concerns. Safeguarding is effective. Staff have regular supervision meetings with leaders to discuss areas of their practice. However, systems for reflecting on staff performance and promoting their ongoing professional development are not strong enough to raise the quality of teaching to a higher level. Management implements effective recruitment procedures and ongoing checks to ensure all staff are, and remain, suitable to work with children. Leaders monitor the progress children make over time. This highlights any gaps in children's development or progress.

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

Staff regularly assess and monitor children's development. They give thoughtful consideration to each child's individual needs and interests when planning group activities. Children enjoy varied experiences, such as a spider hunt, interacting with their friends and making marks with colourful pens. Younger children enjoy the many opportunities they have to engage in imaginative play, such as using a variety of pretend kitchen resources. Staff support children's speaking skills well. For instance, during conversations, children talk about their families and familiar experiences, and staff ask questions that extend their communication skills further. Babies enjoy a calm environment where they are engaged and curious. Staff expand well on their vocabulary by introducing new words that relate to their play.

### Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management have a negative impact on children's development and welfare. Despite this, staff help children to settle well. They use the key-person system well to support children's emotional development. Staff work closely with parents to ensure the move on to nursery is successful. For example, before children start, staff encourage settling-in sessions so children are confident to leave their parents. Staff support children's behaviour well. For example, children learn how to share and take turns with each other. Children enjoy the fresh air and more energetic play outdoors. However, some of the activities and resources provided, particularly for the pre-school children, lack age-appropriate challenge to inspire those children who prefer to learn outside.

### Outcomes for children are good

Children learn the skills they need to secure their future learning. Older children learn to recognise numbers, shapes and letters through enjoyable activities, such as water play and puzzles. Babies show an interest in books and pictures. They move and handle toys confidently, for instance, when they shake musical instruments. All children concentrate well at activities.

## Setting details

<b>Unique reference number</b>	EY283016
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10080582
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Henry Beaufort School Governing Body
<b>Registered person unique reference number</b>	RP524135
<b>Date of previous inspection</b>	27 June 2013
<b>Telephone number</b>	01962 888971

Henry's Kindergarten registered in 2004, and is managed through the governing body of the Henry Beaufort School in Winchester. It operates from a purpose-built building in the school grounds. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 19 members of staff who work directly with the children, of these, 18 hold childcare qualifications at level 2 to level 6.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

