

Hamble Early Years

The Hamble School, Satchell Lane, Hamble, SOUTHAMPTON SO31 4NE



Inspection date	8 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's personal development, behaviour and welfare are outstanding. Children very much enjoy the highly stimulating and nurturing play spaces where they build very strong relationships with staff and others. The uniqueness of every child is given great emphasis by staff, including those identified with special educational needs on entry to the nursery.
- Since their registration, the passionate and enthusiastic directors demonstrate that they continually reflect and develop quality practice. They make sure standards and procedures are effective and followed rigorously by staff throughout the nursery.
- Partnerships with parents are exceptionally strong. The directors and manager have an expert understanding of the benefits of engaging parents in educating their children. For example, staff conduct home visits and offer home link books and resources to parents on subjects, such as toilet training.
- The quality of the teaching across the nursery is consistently good. Staff have a secure understanding of how to teach and support each child to help them make good progress in their learning.
- The rigorous monitoring and moderation of children's assessments and progress have just begun. As a result, not all groups of children make the best possible progress, such as the older or most able children.

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 and moderation of children's progress to help identify where teaching can be enhanced, particularly for the older and more able children.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged in activities together.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day, and engaged with children at appropriate times.
- The inspector held discussions with the manager about how the setting reflects on the quality of its service, and they carried out a joint observation together.
- The inspector held a leadership and management discussions with the directors and the manager, and looked at relevant documentation.

Inspector

Loraine Wardlaw

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff are very well trained in their role of protecting children and demonstrate a strong understanding of their responsibilities. They are confident about who to contact if they are worried about a child, an adult or wider issues, such as families who hold extreme views. The rigorous recruitment and selection of staff are given high emphasis by the directors with very good results. Underperformance is swiftly addressed and tackled. All staff receive regular one-to-one time with the directors. They discuss their training, successes and areas to improve in all aspects of their job. The directors liaise effectively with other providers. For example, they share information about children's progress with other settings that children attend and organise staff training with local providers.

Quality of teaching, learning and assessment is good

Children benefit from close attention from staff who know them well and understand how they learn. Staff interaction with children is consistently strong. Staff in the baby room place good focus on supporting children's physical, talking and social skills. They role model and extend babies' attempts at words, encourage hand holding and kick balls to help babies learn to walk. Staff working with the older age group weave mathematics extremely well into everyday play activities. For example, staff encourage children to count, recognise numbers and talk about 'full' and 'empty' when they make 'gloop'. Children are helped to measure real foods, such as carrots, in role play. At story time staff ask challenging questions which contribute to developing children's thinking and speaking skills, and often engage children in elements of a story.

Personal development, behaviour and welfare are outstanding

Management and staff create an extremely happy, welcoming and relaxed atmosphere throughout the nursery. Staff give expert, detailed attention to children who prefer to learn outside. They provide a wide range of stimulating and challenging places for them to explore. For example, a recent addition of a climbing wall helps to fully strengthen children's large movements and balancing skills. Children's behaviour is exemplary as staff act as very positive role models. They give high focus to children who require additional strategies on how to behave and socially interact with others, resulting in great success. Excellent attention is paid towards keeping children safe. Staff are highly vigilant in checking for potential hazards. The premises are always kept secure, with robust arrival procedures for visitors.

Outcomes for children are good

From the youngest age, children develop extremely positive attitudes towards learning. Babies delight in exploring their environment and show a keen interest and curiosity in all activities. Children play well together; they learn to share and take turns and understand simple rules on kindness. They recite these at group time together, using verbal gestures, such as saying, 'Stop I don't like it'. Older children are well prepared for starting school. They develop good levels of confidence, ask questions and listen well. Within the nursery, close links between staff mean that children transfer easily from the baby unit and quickly settle into new routines.

Setting details

Unique reference number	EY549747
Local authority	Hampshire
Inspection number	10090932
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	32
Number of children on roll	72
Name of registered person	Hamble Early Years Centre Ltd
Registered person unique reference number	RP549746
Date of previous inspection	Not applicable
Telephone number	07827225932

Hamble Early Years registered in 2017. It is open Monday to Friday all year round from 7.30am until 6pm. The two directors, who take responsibility for the setting, employ 11 members of staff to work with the children. The manager is qualified at level 6 in early years, and nine members of staff are qualified at level 2 or 3. The nursery receives early education funding for children aged two, three and four years.

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