

Harestock Nursery

65 Harestock Road, WINCHESTER, Hampshire SO22 6NX



Inspection date	8 February 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders have high expectations of children and are ambitious for what they can achieve. For example, the manager is able to express her clear and unwavering focus on 'the children's experience above process'. The manager carefully considers the development of the environment to ensure that it offers children strong opportunities to play and learn.
- Staff act as good role models for children. They show care and compassion towards each other, which the children clearly understand and mirror.
- Staff provide a calm and supportive environment in which children settle quickly and excitedly engage. This allows children to develop their self-confidence and helps them to understand how to be a successful learner.
- Staff know the children well and identify next steps accurately. Parents are encouraged to build on the next steps to support learning and development at home.
- Children have access to a good range of resources from which they are able to freely choose across the nursery. Staff follow children's interests closely and support the choices they make. For example, in the baby room, some children expressed a preference not to move to a water activity and were able to continue with their chosen play.
- Older children are well prepared for school. They develop good language skills and speak confidently with adults and each other during their play.
- Arrangements to monitor the quality of teaching and evaluate practice could focus more sharply on raising the quality of teaching to the highest standards.
- Staff do not always provide children with extended opportunities to see and explore written words to help further develop their interest in literacy.

What the setting needs to do to improve further

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

- monitor the quality of teaching across the nursery more rigorously to help achieve the highest standard consistently
- explore ways to support children in developing their literacy skills further in their play.

Inspection activities

- The inspector observed a range of activities across the setting, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager and discussed the impact of teaching and learning.
- The inspector spoke with parents and reviewed input into children's development records.
- The inspector reviewed a range of children's records and planning documents, policies and procedures, evidence of staff suitability and other relevant documentation.

Inspector

Anthony Harper

Inspection findings

Effectiveness of leadership and management is good

Staff understand the high expectations the manager has of them. They are able to express this and demonstrate it in their practice. The manager's overview of practice provides her with an accurate view of delivery and supports staff in monitoring children's progress. Parents speak highly of the setting and value the importance placed on this partnership. Staff have access to personal development opportunities which allow them to take responsibility for identifying some of their own areas for development. For example, they are provided with monthly updates about online training modules. Safeguarding is effective. Staff have a good understanding of the processes which are in place to safeguard children and how to implement them to identify potential harm to children and keep them safe.

Quality of teaching, learning and assessment is good

Staff interact well with children and support their play. They keep accurate records of children's development which are supported by a range of regular observations of the children. Teaching is consistently good across the setting. There is very good modelling of language in particular. Many opportunities are taken to extend children's conversation. For example, during lunchtime when discussing an egg, staff asked children where eggs come from and how many ways there are to cook them. Staff provide a well-resourced, stimulating and very welcoming environment for all children. They support children well to develop their understanding of mathematics through everyday activities. For example, when making Chinese fans, staff discussed shape and size and counted sticks.

Personal development, behaviour and welfare are good

The key-person system works well. Children develop strong attachments which allow them to show confidence in exploring and extending learning. This promotes the very warm and welcoming environment children experience. For example, children are greeted by their key worker, asked about their morning and then engaged quickly in an activity. Children are encouraged through the daily routine to explore and develop their independence skills. For example, when returning from the garden, they take off their coats and shoes, placing them on the correct pegs. Children are able to explore their learning, share ideas with each other and know when to seek support from adults. They play together well and show respect for each other, sharing resources and taking turns when appropriate. Children understand about healthy lifestyles, and discuss healthy options and drinks during their snack time.

Outcomes for children are good

All children make typical progress and are working confidently in their appropriate age range. Children are excited to learn and consistently demonstrate good motivation. Staff confidently use their understanding of learning to support children to develop key skills. Children engage well in a broad range of activities that are on offer. They show attentive listening and concentrate well on the activities which interest them. Older children are well prepared for school. They are able to assertively use their good language skills. Children are developing good early writing skills.

Setting details

Unique reference number	EY501331
Local authority	Hampshire
Inspection number	10079924
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	50
Number of children on roll	38
Name of registered person	Kelly Hotels Limited
Registered person unique reference number	RP911020
Date of previous inspection	Not applicable
Telephone number	01962881870

Harestock Nursery registered in 2016. It is located in Winchester, Hampshire. The nursery is open weekdays from 7.30am to 6pm for 50 weeks of the year. The nursery is registered to receive funding for the provision of free early years education for children aged two, three and four years. The nursery employs eight members of staff, six of whom hold a qualification at level 3 and one holds early years professional status.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

