

Henry's Kindergarten

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



Inspection date

18 April 2019

Previous inspection date

8 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Since the last inspection, the managers have pulled together and worked cohesively to address the weaknesses from the last inspection. They are self-aware and know there is more work to do to achieve their goal of high-quality care and learning. For example, they identify more emphasis is needed on staff performance and responsibilities, through higher quality staff training and supervision arrangements.
- The quality of teaching across the nursery is good. Staff show purposeful interaction which challenges and extends children in their play and learning. Some staff show high enthusiasm and dedication to their role of helping children to make effective progress.
- Children are busy learners and show confidence and motivation during their stimulating activities. They have fun with friends and are well prepared for school. Staff have a clear understanding of helping children to achieve key skills, such as being independent and confident talkers.
- The staff work in close partnership with parents, who report extremely positively about the nursery. Strong, motivating strategies are in place to engage parents in children's home learning, such as the home-link activity bags and stay and play sessions, which are well attended.
- The management team has just begun a clearer process of monitoring children's progress. However, the moderation of children's attainment levels is not wholly secure because occasionally assessments of children's capabilities are over generous.
- The staff are not experts in teaching children who speak English as an additional language. Therefore, on occasions, these children's learning is not supported as well as other groups of children, such as the confident, more capable children.

What the setting needs to do to improve further

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

- strengthen arrangements for staff supervision to achieve higher levels of teaching and to develop staff roles further with regard to children's welfare
- develop staff expertise in supporting children who speak English as an additional language
- consolidate the monitoring and moderation of the tracking of children's progress to enhance children's learning outcomes.

Inspection activities

- The inspector observed children's play and learning activities inside and outdoors, and talked to children.
- The inspector held a leadership and management discussion with the manager and the nominated person, and looked at relevant documentation.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lorraine Wardlaw

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of child protection issues. They know what to do if they are concerned about children's welfare, including being exposed to extreme views. There are robust processes for the safe recruitment and induction of staff, to ensure suitability. The dedicated staff team and management reflect upon, evaluate and monitor the delivery of the play, planning and assessment well. They make use of mentoring and training opportunities to enhance teaching and make variations, such as changing the room layout and learning areas, enticing children to play and learn. Staff work closely with outside agencies to ensure children's needs are met.

Quality of teaching, learning and assessment is good

Throughout the nursery there is a strong emphasis on effective learning. Children are busy learners and fascinated by the exciting play spaces. Younger children consistently explore and discover for themselves, for example with water and drainpipes outdoors or with pots and pans and other natural materials. Staff are close by and at children's eye level to support their play experiences effectively. For instance, staff repeat clearly and role model key vocabulary for babies to copy and ask critical questions to keep older children's imaginative play going. The staff show strong teaching skills and motivate children to learn. For instance, they provide paint, pegs and cotton wool for children to develop their small-muscle skills and be creative.

Personal development, behaviour and welfare are good

Staff provide children with enjoyable opportunities for physical play, which they enthusiastically engage in. Babies have regular opportunities to gain fresh air, for example on outings in the community. This complements their day of playing, sleeping and eating, which is done in accordance with their individual routine. Staff make sure care plans are in place and followed for children with specific health needs. They are very caring, positive and supportive of children and form strong relationships with them. Children are very well behaved and happy, and show positive attitudes. Older children enjoy taking responsibility during a well-managed, sociable lunchtime, which supports key values in children, such as being polite to others.

Outcomes for children are good

Children confidently choose their own play from the wide range of opportunities available and show good independence in their learning. Pre-school children begin to recognise letters and sounds and attempt to write their name on their artwork. They are proud of their achievements when they confidently talk and show off their pictures to visitors. Two-year-old children enjoy planting seeds in their garden and are learning what seeds need to grow. Babies happily copy what staff say and learn new words, such as 'bubble' and 'pop', when they join in eagerly with the lively song time. They practise walking, attempt to climb play equipment and show curiosity during fun 'peek-a-boo' games. Children show well developed mathematical skills, counting coins excitedly as they pay for Easter eggs in the pretend shop.

Setting details

Unique reference number	EY283016
Local authority	Hampshire
Inspection number	10081885
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	47
Number of children on roll	88
Name of registered person	Henry Beaufort School Governing Body
Registered person unique reference number	RP524135
Date of previous inspection	8 October 2018
Telephone number	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. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 21 members of staff who work directly with the children. Of these, 17 hold early years qualifications from level 2 to level 6.

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