

Hampton Nursery School

Herne Bay Evangelical Free Church, 64 Sunnyhill Road, HERNE BAY, Kent
CT6 8LU



Inspection date	28 June 2019
Previous inspection date	28 January 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The leadership at the nursery is inspirational. The manager is passionate about providing children with an extremely engaging environment where their learning is given the utmost priority.
- All staff are very confident about their responsibility to safeguard and protect children. They have an outstanding awareness of the procedures to follow should they have any concerns about children in their care.
- The manager and staff have established very effective partnerships with parents. They have high expectations for the service they provide to ensure they meet the needs of all children and their families.
- Staff are incredibly adept at ensuring mathematical skills are fully embedded in all areas of children's play. For instance, children focus on working out how to make the strips of paper longer so that they fit around their heads. They develop excellent problem-solving skills.
- Children demonstrate exemplary behaviour. Staff are superb role models who demonstrate positive, respectful relationships. Their praise and encouragement helps to support children to develop high self-esteem and resilience.
- The manager is enthusiastic about supporting others to develop their practice and improve outcomes for children. For instance, she speaks at professional meetings and encourages other early years professionals to visit the setting to share good practice.
- The manager engages the staff in a wide range of training opportunities. For instance, targeted group sessions are highly effective in supporting children's speech and developing their listening and attention skills.

What the setting needs to do to improve further

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

- strengthen further the already outstanding opportunities younger children have to explore the written word in the outside environment.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector took account of the views of parents and carers spoken to during the inspection.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and children's records.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

Inspector

Sara Garrity

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The manager and staff have an excellent understanding of how to safeguard and protect children. They ensure children's safety at all times, and are extremely skilled at teaching children how to identify and manage hazards for themselves. For instance, they closely supervise children to enable them to explore and climb as they take managed risks in their play. The manager is very organised and meticulously monitors staff's assessments of children's development. This helps to make sure that any gaps in children's learning are addressed quickly. For example, they use additional funding very effectively to support children to develop their social skills through targeted group work. The well-established and dedicated team of staff share the same vision for quality and have the highest expectations for the children in their care. The manager has established secure contacts with schools, to help ensure children receive excellent continuity of care and learning.

Quality of teaching, learning and assessment is outstanding

Staff are skilled at engaging children in investigative play. For instance, younger children make use of the magnifying glasses to examine the snail they have found in the garden. Children develop a keen interest in the world around them. Staff make excellent use of spontaneous events to expand children's knowledge and vocabulary. For instance, they use the children's interest in the birdsong they can hear in the garden to develop their listening and attention skills. Staff carry out extremely detailed observations and assessments of the children. They have high expectations for what children can achieve and plan innovative experiences that reflect individual children's interests and next stages of learning. Staff are highly effective in supporting children to develop an interest in literacy. However, younger children have slightly fewer opportunities to explore the written word in the outside area. Staff skilfully support children during play, promoting their curiosity and exploration. For example, older children make extensive use of available resources to adapt the outdoor den to extend their imaginative play.

Personal development, behaviour and welfare are outstanding

Staff have developed exemplary settling-in procedures to help children build very close attachments to staff. For example, they work incredibly closely with parents and carers to ensure they provide a personalised introduction to the nursery environment and staff. This helps to ensure they meet children's emotional well-being needs very effectively. Staff teach children how to have a healthy diet incredibly well. They are highly effective in supporting children to explore movement and exercise through a wide variety of exercise experiences.

Outcomes for children are outstanding

All children, including those with special educational needs and/or disabilities, make tremendous progress from their starting points. Older children develop exceptional literacy skills as they learn to recognise and write their name in readiness for school. Children learn to cooperate and help. For example, they take an invitation card out into the garden to hand to their friend to let them know that it is their turn to have a snack. Children are incredibly well prepared for their next stage in learning.

Setting details

Unique reference number	EY448377
Local authority	Kent
Inspection number	10108822
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	48
Number of children on roll	45
Name of registered person	Farrant, Jacqueline Ann
Registered person unique reference number	RP513911
Date of previous inspection	28 January 2013
Telephone number	07930153253 or 07795995106

Hampton Nursery School registered in 2012 and operates in Herne Bay, Kent. The nursery is open from Monday to Friday from 9am to 1pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. They employ 11 members of staff, of whom four hold relevant early years qualifications at level 3 and four at level 2. The provider has achieved early years professional status.

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