

Hartes of Henley

The Pavillion, Meadows Road, Henley-on-Thames RG9 1BF



Inspection date	7 August 2019
Previous inspection date	7 August 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

- The quality of teaching is good. Observations, planning and assessments provide a clear picture of children's good progress and next steps for their learning. Staff plan a broad range of activities linked to children's interests, both indoors and outside.
- Leaders demonstrate a strong commitment to improving outcomes for children. They have worked effectively since the last inspection to ensure all previous actions have been addressed. Leaders evaluate and reflect on their practice and have put together appropriate training and supervision strategies to help raise standards and improve staff's personal effectiveness.
- Employed staff receive effective induction training, support and good opportunities to update their skills. Bank staff also receive a detailed face to face induction training and are well supported by staff. Bank staff induction processes could be further evidenced.
- Children are happy and settled. Staff are kind and attentive, and support children's emotional security well. Children form strong attachments to the adults caring for them.
- Staff have high expectations of children's behaviour and act as good role models. They use signing and picture cards effectively to support children to learn how to share, take turns and behave well.
- Children have plenty of opportunities to develop their physical skills. Staff provide a good range of resources that help children to develop their small- and large-muscle skills. Children make good progress.
- Partnerships with parents are effective. Staff share regular information about children's care and learning. They share ideas and activities that parents may want to try at home to support their child's learning further. This helps to improve outcomes for children.

What the setting needs to do to improve further

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

- consider how to provide further evidence of the induction programme for bank staff.

Inspection activities

- The inspector observed activities in the main base rooms and balcony areas. She talked to staff about the progress individual children are making.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and director. 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 is good

Since the last inspection, leaders have implemented detailed monitoring systems to check the overall quality of teaching and learning in the setting. Staff benefit from supervisory sessions which are used to identify support, highlight training and meet their development needs. The manager works closely with staff to monitor and build further on the quality of their interactions with children. The manager and staff evaluate the quality of the setting's provision to drive improvements, and parents share positive views of the setting. Safeguarding is effective. The manager and staff are well trained and have a thorough and up-to-date understanding of how to deal with any child protection concerns. There are robust vetting procedures to check all staff are suitable to work with children.

Quality of teaching, learning and assessment is good

Staff observe and assess children's levels of development accurately. Staff consider children's individual needs well to plan interesting activities, in order to support children's next steps in learning. They enjoy spending time playing with the children and value their ideas. Staff provide many well-organised activities in which they use good teaching skills to capture children's interest and engage them well. Staff support children effectively who speak English as an additional language and they make full use of opportunities for children to hear and use their home language. Staff adapt activities well and use picture cards to support children's communication skills. Staff interact positively with children, encouraging them to develop their natural curiosity, in line with the setting's vision. Staff provide daily opportunities for babies and toddlers to explore their senses. For example, babies eagerly explore ice as it melts, and toddlers investigate various materials, sounds and textures in their play.

Personal development, behaviour and welfare are good

Staff provide a safe and secure environment for children. Staff remind children about safety and children develop a good awareness of keeping themselves safe. The key-person system works well, enabling children to settle well and make close relationships with a special adult. Staff provide a nurturing environment to help the youngest children. For example, staff provide lots of cuddles and reassurance, and quiet spaces to play. Staff promote healthy lifestyles well and ensure children have healthy, nutritious options for snacks and meals. Staff use a range of effective methods to teach children about values. This helps children to understand boundaries, the feelings of others and similarities and differences between themselves and others.

Outcomes for children are good

All children make good progress in relation to their individual starting points. They develop the skills they need to help them develop for their future learning. They are interested and motivated to learn. Older children are inquisitive, they behave well and manage their personal care well. Younger children are sociable, curious and eager to try out new things. Children develop good independence and social skills. For example, they tidy away toys and sweep up sand at the end of the morning session. They learn to play cooperatively and form friendships.

Setting details

Unique reference number	EY438023
Local authority	Oxfordshire
Inspection number	10067996
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 - 3
Total number of places	49
Number of children on roll	31
Name of registered person	Mill Meadows Childcare Limited
Registered person unique reference number	RP902521
Date of previous inspection	7 August 2018
Telephone number	01491577423

Hartes of Henley registered in 2011. The nursery provision is open from 7.45 to 6pm on Monday to Friday during term time. The setting runs a holiday club during the school holidays.

The setting employs nine members of staff. Of these, four hold an appropriate early years qualification at level 3, and one has qualified teacher 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

