

Inspection of The Kindergarten

Fawley Methodist Church Hall, Chapel Lane, Fawley, Southampton SO45 1EB

Inspection date: 7 October 2019

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children feel very happy and safe as practitioners are extremely welcoming and caring. Children have exceptionally secure attachments with all practitioners. Children listen keenly to adults. In turn, children have their views and opinions listened to and highly valued. Children are really motivated to learn and eager to join in activities. Children are thoughtful and very kind towards each other. Children are very interested in the lives of each other. They talk together about the pictures they can see on their family display board.

Practitioners build on children's interests and use these to create inspiring activities that are highly engaging. For example, practitioners encourage children to discover which of their favourite toys float or sink. The curriculum is well planned, resourced and stimulating. This results in an environment that is ambitious and meets the needs of each individual. The environment reflects the diverse community of the setting. Children have books in their home language throughout the pre-school. The home corner uses real household objects and dolls come in all shapes, sizes and colours.

Practitioners know the children exceedingly well. They are highly knowledgeable about next steps for children's learning and development. Consequently, every interaction is meaningful and extends children's learning.

What does the early years setting do well and what does it need to do better?

- Parent partnerships are exceptional. Parents comment on how much they value the support provided by their child's key person. The manager goes above and beyond to help support children and their families. This includes providing items that families may not have, such as coats or lunch boxes. Practitioners provide parents with exciting home-learning ideas that really engage their children. For instance, while out on walks with their family, children complete a scavenger hunt.
- The manager is very driven and focused. She has a clear vision for the pre-school. The manager is highly reflective and is continuously enhancing teaching practice. She holds regular supervisions and practitioners carry out regular peer-on-peer observations. These help the manager in maintaining the excellent quality of the provision.
- The manager is highly supportive of her practitioners. She builds on the knowledge of practitioners effectively through regular training.
- Practitioners are highly attentive to the emotional needs of children. They provide children with the skills needed to understand and label their emotions. Practitioners help children understand the impact of their emotions and actions on others. They support children in finding new ways of handling their emotions.

For instance, practitioners model to children how to ask for a toy they would like to play with.

- Practitioners have a deep understanding of children's home life and backgrounds. They develop this through a robust induction and regular conversations with parents. Practitioners ensure that they provide opportunities that the children may miss out on. For instance, the manager has created a lending library so children can take books home.
- Tracking of children's development is very effective. Practitioners use assessment accurately and swiftly identify any gaps in development. They quickly put in place strategies to support children. Practitioners regularly ask parents for their views on their child's development.
- Practitioners provide a strong emphasis on language development. They continuously and effectively model language to the children and encourage children to take part in language groups. Practitioners read favourite stories in exciting and engaging ways. Children excitedly join in with the repeated phrases as practitioners read.
- Practitioners celebrate children as individuals and keenly encourage them to challenge stereotypes.
- Children's independence skills are very well supported. Children are extremely proud of their skills, such as being able to put on their coats and lay the table for lunch.
- Practitioners have high expectations of the children and their abilities. Children's accomplishments are highly valued and encouraged. For example, when children bring in drawings from home, practitioners show delight. They enthusiastically support children who want to continue with their drawings in pre-school. Children flourish and make excellent progress in their learning and development. Children are well prepared for their next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

Children's well-being is at the heart of everything practitioners do at the setting. Practitioners have excellent knowledge on all aspects of keeping children safe. They are aware of their duty to protect children from harm. Practitioners refer any concerns immediately and effectively. They are very confident in their ability to safeguard children. Practitioners are aware of how to report a concern about a member of staff. The manager ensures that practitioners regularly refresh their knowledge of safeguarding. The manager has a robust recruitment, vetting and induction process in place. This ensures that all staff are suitable to work with children.

Setting details

Unique reference number	EY550384
Local authority	Hampshire
Inspection number	10111210
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	21
Name of registered person	Harvey, Daisy Elizabeth Carol
Registered person unique reference number	RP550383
Telephone number	07568 608409
Date of previous inspection	Not applicable

Information about this early years setting

The Kindergarden registered in 2017. The pre-school operates from Fawley Methodist Church Hall. It opens five days a week during term time, from 9.15am to 3.15pm. There are three staff, who all have early years qualifications. There are two regular volunteers at the setting. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- The inspector took part in a learning walk with the manager.
- The inspector observed children, indoors and outdoors.
- The inspector took into account the views of parents. The inspector spoke with the parents present and read letters from other parents.
- The inspector took part in a joint observation with the manager.
- The inspector spoke with all practitioners.

We carried out this inspection 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.

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