

Inspection of Hatfield Peveral Nursery

Hatfield Peverel County Infant School, Church Road, Hatfield Peverel, Chelmsford,
Essex CM3 2RP

Inspection date: 13 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Older children eagerly look forward to going to the primary-school's hall for activities. On the way, they are very well behaved, kindly hold open doors and carry resources. They know that they have to take their shoes and socks off and focus on listening to instructions. Children learn about shapes and colours, for example, as they excitedly search for the purple star or orange circle placed in the hall. They jump, crawl, tiptoe and take giant steps as they learn to move in different ways to music. Children are highly motivated to learn and answer questions confidently. Staff challenge children's thinking. For example, they ask children to think about where they would see the shapes in their environment.

Children feel proud when staff give them consistent and specific praise for their efforts and achievements. They learn what behaviour is expected of them and are eager to cooperate. Children feel safe and secure as staff kindly and instinctively offer reassurance and support to those who need it. Children work well as a team and learn from one another. They gain the skills that will help them to make a smooth transition to school.

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

- Partnerships with parents are strong. Parents state that they are thrilled with the progress their children are making. Those parents with children who are new to the setting compliment staff on how well they support their children to settle quickly. They appreciate the communication they receive from staff and their warm, friendly approach.
- Younger children relish exploring the interesting and stimulating resources in the garden. For example, they bang hanging pots, giant metal lids and baking trays with wooden spoons, first very loudly and then softly. They laugh delightedly with their friends and concentrate for long periods of time. Children make choices throughout the day and learn to do things for themselves. However, staff do not always give children further opportunities to do things independently so that they make the best possible progress.
- Managers are ambitious and are reflective in their practice. They support staff through regular supervision meetings that help them to continuously improve their skills and expertise. They ensure that staff attend regular training to help to keep their knowledge up to date and to support specific children in their care. Managers seek feedback through questionnaires and discussions with staff and parents. They proactively implement changes as they strive to continuously enhance the provision.
- Experienced staff plan activities for children that provide them with opportunities to explore and develop. Children are determined and enjoy the many chances they have to paint and create their own artwork. They make creative pictures

using a wide range of sensory materials that they glue onto paper. For example, they use lentils, feathers and pasta. Staff discuss the colours with children. However, sometimes, staff miss the opportunity to introduce new words to children so that they gain the richest language skills possible.

- Children learn about different groups of people who live in their local community through thoughtfully planned activities. They gain an early understanding about people who are less fortunate than themselves. For example, children make a list of items requested by the local food bank. They visit the supermarket, buy the items themselves and staff send these to the food bank. Staff teach children about different cultures and their practices through craft activities and stories.
- Children with special educational needs and/or disabilities are particularly well supported. Parents comment on how quickly staff pick up on any issues they may observe so that they can be swiftly dealt with. Staff work closely with outside agencies to help children to gain confidence and develop further. They support children exceptionally well through a range of strategies. For example, they use sign language and key cards to help children understand routines, so that they enjoy their time at nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of the signs and symptoms that may indicate a child is at risk of harm. They have a good understanding of the process to report any concerns about the welfare of a child. Managers ensure that staff members keep their knowledge up to date, and they attend regular training and have briefings during staff meetings. New staff members are recruited through safer recruitment procedures and they undergo a thorough induction. This helps to ensure that staff are suitable and have the necessary skills to fulfil their roles in the nursery.

What does the setting need to do to improve?

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

- explore ways to give children even more opportunities to do things independently to help them to make the best possible progress
- make the most of opportunities to build on children's early language skills.

Setting details

Unique reference number	EY241972
Local authority	Essex
Inspection number	10127322
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	2 to 4
Total number of places	42
Number of children on roll	50
Name of registered person	Wakelin, Belinda Frances
Registered person unique reference number	RP513442
Telephone number	01245 382450
Date of previous inspection	24 March 2015

Information about this early years setting

Hatfield Peveral Nursery registered in 2002. The nursery employs eight members of childcare staff. Two members of staff hold early years professional status at level 6, four hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday, term time only. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The deputy manager took the inspector on a tour across all areas of the nursery to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with managers. She looked at relevant documentation and reviewed evidence of the suitability of all persons working in the nursery.
- The deputy manager completed two joint observations and evaluated a group activity and a spontaneous activity with the inspector.
- The inspector spoke to parents during the inspection and took their views into account.

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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