

Inspection of Hampton Nursery

26 Browns Lane, Knowle, Solihull B93 9BE

Inspection date: 29 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children make good progress in this homely and welcoming nursery. They enjoy the time they spend here and are settled in their environment. They benefit from positive and close interactions with staff and are obviously happy in their care. Children who are a little unsure are afforded the time to watch activities and gain confidence before joining in with support from staff. Babies have much fun as they play in shredded paper. They feel the paper, put it on their heads and explore the texture with their mouths. Staff extend the activity by adding animals and helping the children to search for them. Pre-school children take part in a forest school session. They look at the frost that has appeared in the garden overnight and describe it as 'crunchy' when they walk on it. They listen to the birds and know that the birds use sticks to build their homes. They peel sticks using potato peelers and staff introduce mathematical concepts as they ask children if their sticks are fatter or thinner when they have been peeled. Children behave well. They learn to share and take turns and are respectful of the feelings of others in the group. Children's communication and language is promoted well. Babies and younger children are encouraged to repeat single words and simple phrases. Older children are given time to process their thoughts before they answer questions.

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

- The manager and staff work well together as a team. They attend training and share what they learn with each other to continually benefit the children who attend. Staff evaluate the premises and the activities and adapt them to ensure that they evolve to help children make the best possible progress.
- Children who have special educational needs and/or disabilities are exceptionally well cared for and this is a real strength of the nursery. Staff work closely in partnership with other professionals and parents to ensure that each child's individual needs are met. They introduce additional resources, activities and aids to help all children to take part in the activities and access the premises independently.
- Parent partnerships are strong. Information is shared with parents through notice boards, communication books and at termly parents' evenings. Parents are told about their child's progress and next steps in learning and are provided with ideas to support them to continue their child's learning at home. Parents are happy with the care their children receive and their comments are positive. They say that they are fully involved in their child's learning and staff go over and above to make sure all children's needs are met.
- Children receive lots of support when they move through the nursery or on to school. Transition visits to the next room take place over a month and at different times of the day, so that children get used to the new routines and environment. Parents are informed well in advance and are included in the

process. They are invited to attend a show round of the new room, given time to meet their child's new key person and discuss what activities children will be taking part in. Staff work with schools that children will be moving on to. They share information to ensure consistency in children's care and learning. Reception teachers come to the nursery to observe and meet children in their familiar environment.

- Pre-school children take part in a yoga session to help develop their core skills. They stretch as they lie on the floor, raise themselves up and balance on one leg. Although children enjoy the activity, it is not organised well enough to allow all children the space to fully participate or to see the yoga position they are copying. Furthermore, the organisation of lunchtime and storytime does not consistently help children to make the most of the activities and routines.
- Children's physical development and health is supported well. All children play outside in the fresh air every day. They thoroughly enjoy digging for worms and treasure in the mud kitchen and develop their imagination as they use the mud to make strawberry cakes and mashed potato. They use their physical skills as they climb, balance and ride bikes. Children gain early mark-making skills as they chalk on the floor. Staff talk to them about what they are drawing and encourage older children to write the letters in their name.
- The manager tracks children's progress to identify any gaps in children's learning. The information is shared with staff so that they can plan activities that support every child's individual learning needs. Consequently, children make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend training to keep up to date with their safeguarding knowledge. They can recognise the signs and symptoms of abuse and neglect and know the procedures to follow if they have concerns about the welfare of a child in their care. All staff are aware of the whistleblowing procedures, should they have a concern about a member of staff. Recruitment and induction procedures are robust to ensure that every person working with the children is suitable to do so. The premises are safe and secure and there are procedures in place to protect children should an incident arise.

What does the setting need to do to improve?

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

- refine the organisation of activities to enable all children to fully participate and be actively involved.

Setting details

Unique reference number	EY282455
Local authority	Solihull
Inspection number	10071235
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	38
Number of children on roll	65
Name of registered person	Howes, Isabelle
Registered person unique reference number	RP909837
Telephone number	01564 772211
Date of previous inspection	10 March 2015

Information about this early years setting

Hampton Nursery registered in 2004. The nursery employs 15 members of childcare staff, who all hold appropriate early years qualifications at level 2 and above, including one with level 6 and two with level 4. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector completed a joint observation and a learning walk with the nursery manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- A meeting was held with the nursery manager. The inspector looked at relevant documentation, including children's details and evidence of the suitability of staff working in the nursery.
- The views of parents were taken into account during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020