

Inspection of Hanbury Kindergarten

Langton Community Hall, Stonton Road, Church Langton, Leicestershire LE16 7SZ

Inspection date: 30 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from excellent learning experiences. Staff are highly skilled in ensuring every moment is a teachable moment. For example, children listen intently to stories, which staff pace carefully and read expressively. Children are very happy and sustain high levels of engagement and curiosity as they play. With support from staff, children expertly use tablet computers to look at different commercial logos that they recognise. This helps to broaden their understanding and awareness of how letters and words represent meaning. Children form exceedingly strong attachments to their dedicated and devoted key staff. These highly successful bonds help children to feel safe, and as a consequence, settle rapidly into the tranquil environment.

Children embrace staff's high expectations of them. For example, when completing a number jigsaw, they eagerly follow staff instructions to count and check the number of animals before connecting the pieces. Equally, children complete number jigsaws with great precision on their own. Children behave exceptionally well and show great consideration for the environment. They help to tidy away at the end of a session and ask for a brush to sweep up any mess. Children respect the gentle and patient staff, who help them to understand the feelings of others.

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

- The manager and deputy manager are passionate about providing the best quality service to children and their families. They continually evaluate all areas of the kindergarten and value parents' and children's views. Consultation with parents has resulted in management keeping the highly valued written learning records, rather than transferring to online records.
- Staff ensure children receive opportunities that link to their individual next steps and interests across the whole curriculum, which helps to secure very good progress. For example, staff help children to learn about polar animals and extend the subject to African animals. This evolves to learning about farming and farm animals, which links more directly to children's personal experiences.
- Staff have a deep understanding about how to support children's emotional well-being and sense of belonging. For instance, the newly introduced family tree presents photographs of children and their families. This has a superb impact on helping children develop their own identity and to respect the similarities and differences between each other.
- Staff naturally delve into children's lives to find out what is important to them. They use this information to enhance children's learning and development. Staff are highly perceptive to children's needs and ensure they develop the skills they require to succeed in life. For example, staff consistently show a great interest in what children have to say and equally engage them in high-quality, interesting

conversations. This contributes greatly to children feeling confident to speak and be heard.

- Staff know children and their interests exceptionally well. They develop highly interesting and varied activities to ignite children's enjoyment, curiosity, and imagination. For instance, children delight in helping staff to create different textures to make a farm scape. They pretend to be farmers, with toy tractors, artificial grass, real hay, pebbles, logs, and sticks.
- Staff expectations of children are exceptionally high. They always stand back and let children do things for themselves. Children of all ages put on their shoes and coats with little or no help. Children let off steam outdoors, running and chasing. Staff respectfully allow children to take calculated risks. They diligently and discreetly watch children climb confidently on the equipment.
- Inspirational staff help children to build an interest in literacy and a love of books. Children enthusiastically interact with stories, such as 'Oliver's Milkshake'. Highly confident children can recall the context of books they have listened to. They expertly recall what they need to do to make a milkshake with real fruit. Staff skilfully introduce interesting new words such as scrummy, fruity and frothy.
- Parents are extremely complimentary about the kindergarten. They say that they are constantly amazed by the progress their children make. They give examples of children, from a young age, writing their name, knowing letters and recognising numbers. Furthermore, parents speak highly of the staff, who appreciate family situations and help children to cope with these in a highly positive way.
- The small staff team work extremely well together. They regularly discuss practice and learning activities. The manager understands the benefits of individual meetings with staff to enhance practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have excellent understanding of their safeguarding responsibilities. They know the steps they must take should they have concerns about a child or the staff team. Robust policies and procedures are in place to ensure everyone is aware of their responsibilities to keep children safe and secure. Although the turnover of staff is exceptionally low, the manager demonstrates she would follow a rigorous recruitment procedure. This helps to ensure that staff who work with children are suitable to do so.

Setting details

Unique reference number	EY457304
Local authority	Leicestershire
Inspection number	10075348
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	18
Name of registered person	Hitchcock, Julie Elizabeth
Registered person unique reference number	RP516488
Telephone number	01858545788
Date of previous inspection	20 April 2016

Information about this early years setting

Hanbury Kindergarten registered in 2013. The kindergarten is in Church Langton, Leicestershire. The kindergarten opens from Monday to Friday, term time only. Sessions are from 8.30am until 3.30pm. The kindergarten employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The manager has qualified teacher status and the deputy manager holds early years professional status. The kindergarten provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- The inspector viewed all areas of the kindergarten and discussed the curriculum with the manager and staff.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the kindergarten manager.
- The inspector held a meeting with the kindergarten manager. She looked at relevant documentation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to several parents during the inspection, looked at a written testimonial from a parent, and took account of their views.

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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