

Inspection of Hook Village Nursery

Hook Community Centre, Ravenscroft, Hook, Hampshire RG27 9NN

Inspection date: 16 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are excited to start their day at this welcoming and nurturing setting. They know the routines of the day well and begin by independently putting away their belongings and washing their hands. Children are motivated to learn and persist with activities that capture their attention. For example, they are excited to find some minibeasts and are keen to learn more. Children are supported by staff as they jointly refer to a relevant information book to improve their existing knowledge. Children make good progress from their starting points.

Children form affectionate bonds with staff, who are responsive to their needs. They approach staff for comfort and reassurance when needed. Children learn to respect others and understand their emotions. They respond well to the gentle reminders from staff to maintain their good behaviour. Older children ask those new to the setting to join in their play. This shows their kind and considerate natures.

Children's early literacy skills are developing well. Younger children delight in staff sharing books with them. Older children enjoy their individual quiet time and sit comfortably immersed in their favourite books. Children learn to recognise their names in print. All children are enthusiastic when singing their favourite songs and rhymes. They show well-developed memory skills as they sing several verses of the songs. This helps to prepare children for their next stage in education.

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

- The newly appointed leaders have an ambitious and clear vision. They are committed to continual improvement. The manager has made several improvements already, including better involvement with parents and listening to their feedback. Parents are invited into the setting to share books with children. This has proved highly successful.
- Leaders have extensive experience of supporting children with special educational needs and/or disabilities. They work in close partnership with external professionals for further support, and successfully address any gaps in children's learning and development, such as when children with limited speech use hand signals to aid communication.
- Leaders are passionate about developing children's knowledge of the local community. Children recently won an art competition by entering a hedgehog inspired mural. Leaders have further plans to work with parents and the local community to create a safe area for children to enjoy nature and plant vegetables. This helps children understand the importance of people supporting each other.
- Children are encouraged to adopt healthy lifestyles. They learn about the

importance of good oral hygiene and practise the correct way to brush teeth. Children understand that when they wash their hands they become 'germ free'. Children are given many opportunities to enjoy fresh air and exercise. They show growing competency in manoeuvring around obstacles on their tricycles. This helps enhance children's understanding of good health and well-being.

- Staff place a strong emphasis on promoting good communication skills. Children hear key vocabulary and begin to use it correctly in different situations. For instance, they mimic staff and use positional words correctly, such as 'side, front and back', when playing with the toy dental kit. This helps to further enhance children's existing vocabulary.
- Staff know children well. They gather sufficient information from parents when their children start, including what children know and can do. This allows staff to plan activities based on the children's interests and abilities. Staff use their questioning skills with children to further their understanding. However, they do not consistently give them enough time to think clearly, formulate their ideas and respond. This does not fully support children to think critically.
- Leaders are aware of the importance of children learning about different cultures represented in modern Britain. However, this is not yet embedded effectively. Children's own diverse backgrounds, cultures, languages and special occasions are not fully shared. This does not allow children to consider or celebrate the similarities and differences between their own and other's experiences.
- Parents are highly complimentary of the care and education their children receive. They show their appreciation for the new manager and say she has been instrumental in improving communication between the setting and home. Parents comment on how hard the staff work at forming caring relationships with their children and getting them ready for their next stage in education.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of a range of safeguarding and child protection matters, including the awareness of the signs of radicalisation. Staff know the procedure to follow to report concerns about a child's welfare or if an allegation has been made against a colleague. Leaders have effective recruitment processes in place and do ongoing checks on the suitability of staff to work with children. Staff carry out regular checks of the learning environment, indoors and outdoors, and identify potential hazards that could harm children. The setting is safe and secure.

What does the setting need to do to improve?

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

- consider ways to further improve staff's questioning skills to allow children

sufficient time to think and formulate their answers effectively

- provide opportunities for children to learn and share their own and other's experiences of different home cultures, languages and special occasions.

Setting details

Unique reference number	507936
Local authority	Hampshire
Inspection number	10228035
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	29
Name of registered person	Hook Village Nursery Committee
Registered person unique reference number	RP905399
Telephone number	07580 680164
Date of previous inspection	6 December 2016

Information about this early years setting

Hook Village Nursery opened in 1988. It is run by a committee and operates from Hook Community Centre, in Hampshire. The nursery is open Monday to Friday during school term times, from 9am to 3pm. The nursery employs a total of five members of staff. The manager holds a relevant childcare qualification at level 6, one member of staff holds a level 4 childcare qualification and one holds an appropriate level 3 qualification. The nursery receives funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The inspector spoke with parents to gather their views on the setting.
- The manager and inspector held discussions about the curriculum and activities.
- The manager and inspector jointly observed and evaluated an activity.
- The inspector observed the staff interacting with the children and spoke with them at appropriate times.
- The manager provided the inspector with a sample of key documentation on request, including evidence of suitability of staff to work with children.

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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