

Inspection of Hatfield Nursery

Priory RC Primary School, St. Catherines Road, TORQUAY, Devon TQ1 4NZ

Inspection date: 1 December 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy and settle quickly in this warm and welcoming nursery. Staff are kind and friendly towards children. For example, they are highly sensitive to the needs of babies and provide them with strong emotional support and comfort. All children demonstrate a sense of belonging and security due to the strong bonds staff form with them. Children are confident to welcome visitors with happy smiles, engaging them in conversation and their play.

Children's behaviour is good and they get on well with one another as they play. Staff are considerate role models, and children have a clear understanding of how to treat others. For example, older children make room for other children at the table as they enjoy sensory activities. They eagerly make sure that everyone can join in the fun.

Management and staff implement a broad curriculum with children's well-being at the centre of all they do. They know the children well and plan experiences that build on what children understand and can do. Staff observe and assess children to swiftly identify any gaps in their learning. They share information with parents and encourage them to continue to support children's development at home.

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

- Staff prioritise children's language development. Staff in the baby room are highly skilled at teaching the very youngest children new words and developing their concentration. For example, children are captivated to discover objects hidden inside a box and repeat words, such as 'duck', with great delight. They laugh as they thoroughly enjoy repeating the sounds, 'quack, quack'. Staff introduce words, such as 'transparent' and 'absorb', as older children describe how materials change. This enriches their speaking skills and extends their vocabulary.
- There is strong support for children with special educational needs and/or disabilities. The special educational needs coordinator monitors children's needs conscientiously. She has good links with external agencies to ensure that all children receive support, to enable them to reach their full potential. Management and staff use any additional funding to benefit the children who need it. They provide sensitive and very effective support as they work closely with children and parents.
- Managers are meticulous about recruiting staff safely and there is a thorough induction process. Staff comment that they are supported in their roles and feel valued. There are good opportunities for professional development to continually improve their teaching. For example, staff complete training that supports them with their work with the children in their care. However, there are fewer

opportunities for staff to share good practice, to raise the standard of teaching even further throughout the nursery.

- Staff interact with children thoughtfully to promote their learning. For example, toddlers enjoy using props to act out familiar stories, as staff give them praise and encouragement. Older children become excited to mix water with jelly crystals under the guidance of enthusiastic staff. On some occasions, however, staff overlook chances to encourage children to explore and experiment for themselves. They are not given enough time to follow their own thoughts and ideas to engage them more deeply in their learning.
- Children learn about the importance of healthy lifestyles and good oral hygiene. They enjoy nutritious snacks and meals and brush their teeth after eating. Staff sensitively support children's independence as they move through the nursery, ensuring they have the necessary skills for future learning.
- Parents speak highly of the nursery and the staff. They feel well informed about their children's development through regular conversations with staff. The nursery has a good relationship with the school in which it is based. This helps children to move on to school life with confidence and self-assurance.
- Managers and staff work together as a committed and enthusiastic team. They are reflective of the service they provide for families and continually strive for improvement. They are ambitious for the future of the nursery and its place in the local community.

Safeguarding

The arrangements for safeguarding are effective.

Managers place a strong focus on ensuring staff have high levels of knowledge about child protection and safeguarding. Staff are aware of the signs that might indicate a child is at risk of harm. They are clear about the procedures they must follow to report any concerns they may have about the welfare of a child. Staff supervise children at all times and ensure they are safe and secure. They teach children to keep themselves safe as they play. For example, staff encourage children to help with tidying up, to keep their play spaces hazard free.

What does the setting need to do to improve?

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

- support staff's interactions with children to encourage them to experiment, explore and become more deeply engaged in their play and learning
- provide staff with more opportunities to share their good practice, to raise the standard of teaching throughout the nursery even further.

Setting details

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| Unique reference number | 2591325 |
| Local authority | Torbay |
| Inspection number | 10251244 |
| 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 at time of inspection | 0 to 4 |
| Total number of places | 50 |
| Number of children on roll | 47 |
| Name of registered person | Hatfield Nursery Limited |
| Registered person unique reference number | RP520941 |
| Telephone number | 01803316611 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Hatfield Nursery registered in 2020 and is situated on the site of Priory Roman Catholic Primary school in Torquay, Devon. The nursery is privately owned and operates each weekday, throughout the year, from 7.30am until 5.30pm. The nursery receives funding for free early education for children aged two, three and four years. There are 11 staff who work with the children, all of whom have appropriate early years qualifications from level 2 to level 7.

Information about this inspection

Inspector

Margaret Baird

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 that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to staff and children, and took account of their views about the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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