

Inspection of Hunderton Neighbourhood Nursery & Kids Club

Hunderton Neighbourhood Nursery & Kids Club, Belmont Avenue, Hereford,
Herefordshire HR2 7JF

Inspection date: 19 April 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children who attend this setting make good progress in their learning from their individual starting points. They settle quickly and form close relationships with staff and their friends. They quickly engage in activities and are motivated and curious learners. Babies investigate as they turn the knobs on a toy cooker and squeal with excitement as they pop bubbles. Older children experiment as they use scales to weigh different numbers of blocks to see which are the heaviest. They learn mathematical concepts as staff introduce words, such as 'more', 'less' and 'the same'.

Children's behaviour is good. Older children learn to negotiate with each other and to take turns and share with their friends. For example, when riding a two-seater bicycle, they decide who will sit at the front and who will sit at the back. After a short time, they agree to swap so that they have both had a turn in each position. Children have fun as they learn. They develop their imagination as they dress up as firefighters and use hoses to put out a pretend fire. Staff involve themselves in children's play. They introduce new language and put pictures of a fire around the room for children to find and put out.

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

- Significant progress has been made since the last inspection. The manager, deputy and staff have worked as a team to implement change. They have worked closely with the local authority and acted on their advice to help them reflect on their practice and make improvements. As a result, previous actions have been met and quality is consistently good. However, all of the changes need to be fully consolidated and embedded into practice to ensure that quality continues to improve.
- The manager has a clear overview of the curriculum and what she wants children to learn. Her expectations are shared by staff. Staff plan activities based on children's stage of development and individual learning needs. Activities are differentiated to meet the learning styles and needs of older and younger children in each group. Staff observe and assess children to identify their stage of development and next steps for learning.
- The support for children who have special educational needs and/or disabilities (SEND) is exceptional, and this is a real strength of the setting. Staff work closely with outside agencies and professionals and act on their advice to ensure children make the best possible progress they are capable of. Funding is spent appropriately to provide additional resources and equipment to benefit children with SEND.
- Children's communication is given high priority. Staff continually talk to the children and encourage them to respond. The special educational needs

coordinator has attended training and introduces a range of activities to support children to develop their language skills. Children thoroughly enjoy looking at books and listening to stories. Older children sit in a cosy den and share books with their friends. Younger children snuggle up to staff as they listen to a story and help to turn the pages. Such opportunities support children's progress and helps them to develop a love of books.

- Children make choices in their play. They play in the water tray as they fill and empty containers. They construct using a variety of materials and paint using implements such as a potato masher. At times, staff do not fully extend children's learning during activities to help them make even better progress.
- Children's health is promoted well. They enjoy healthy meals and snacks and access outdoors every day. A display of food packaging highlights to parents the amount of sugar in different foods. Older children brush their teeth and learn about the importance of good oral hygiene.
- Parents speak highly of the care and learning their children receive. They say that the manager and staff go above and beyond to ensure that children and their families are valued and respected as individuals. Activities are provided to encourage parents to continue with their child's learning at home. Where parents need adaptations to resources to enable them to be fully involved, these are swiftly put in place. Weekly activities, such as the 'story and song' and 'words of the week', are displayed for parents. However, staff do not consistently ensure that all parents have access to this information to enable them to fully engage in their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given high priority. The premises are safe and secure. All staff have attended safeguarding training. The manager checks their safeguarding knowledge through questions and quizzes. Staff have a good knowledge of the signs and symptoms that may indicate that a child is being abused. They know who to report concerns to, including if they are concerned about a member of staff. Recruitment procedures are robust. In-depth induction and ongoing checks ensure that all staff working with the children are suitable to do so.

What does the setting need to do to improve?

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

- consolidate and embed the recent changes to ensure that practice continues to improve
- support staff to understand how to fully extend children's learning so that they make even better progress
- review how information is shared with parents to enable them to be even more

involved in their child's learning.

Setting details

Unique reference number	EY388087
Local authority	Herefordshire
Inspection number	10269779
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 5
Total number of places	67
Number of children on roll	112
Name of registered person	Hunderton Neighbourhood Nursery & Kids Club Limited
Registered person unique reference number	RP528721
Telephone number	01432 263033
Date of previous inspection	28 November 2022

Information about this early years setting

Hunderton Neighbourhood Nursery & Kids Club registered in 2009. The provider employs 18 members of childcare staff. Of these, 16 staff hold an early years qualification of at least a level 2, including two who hold level 6. The setting opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas and Easter. Sessions are from 8am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Rebecca Johnson
James Norman

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager, deputy manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke with the manager and deputy manager about the leadership and management of the setting.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors observed the interactions between staff and children.
- The inspectors carried out joint observations of group activities with the manager and the deputy manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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