

# Inspection of Hamble Early Years

Satchell Lane, Hamble, SOUTHAMPTON SO31 4NE

---

Inspection date: 2 February 2024

**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 arrive happy and full of enthusiasm to begin their day. Staff greet parents and children at the door. They know the children and their families particularly well. Children smile with delight when they see their key person. They find their photo for self-registration and hang up their belongings. Staff have high aspirations for all children. They value and respect their unique personalities and characteristics. This helps children to feel safe and secure.

Staff develop a curriculum that is based on 'in the moment planning'. This builds on children's current interests. Staff capture children's curiosities during play and extend their learning. For example, babies that enjoy sensory activities are encouraged to explore different textures. Staff notice when older children make marks on a large whiteboard and encourage them to write letters from their name.

Children behave well. They are polite and well mannered. Staff are good role models. They support children to understand rules such as walking indoors and sharing toys. When children struggle to regulate their emotions, staff provide sensitive support. This helps children to learn what is expected of them.

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

- The leadership team is passionate about the nursery. Leaders are highly reflective and respond promptly to any concerns raised. Leaders revisit policies to ensure that they are as robust as possible. This supports the well-being of all children. Staff feel well supported. They are confident to share their views during regular one-to-one meetings and daily discussions with leaders. This helps staff to work well together as a team.
- The curriculum is ambitious and unique to the children's individual needs. Staff skilfully build on what children know and can do. They carefully plan activities that they know children will enjoy. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. Staff regularly observe children's progress to assess their next steps in learning. This helps to identify and support children's further learning.
- Leaders and staff build strong parent partnerships. Consideration and time are taken during the settling-in process. Staff ensure that they have precise knowledge of children in their care. They have daily discussions with parents to maintain knowledge about children's current interests. Parents are particularly impressed with the progress their children make in their learning.
- Children's language development is well supported. Staff provide babies with a commentary of what they are doing. They repeat words back so babies hear the correct pronunciation. Staff engage in meaningful conversations with older children. They provide opportunities for children to learn new words, such as

'bumpy' and 'smooth'. This helps to develop children's growing vocabulary.

- Staff support children's independence skills well. They encourage babies to use cutlery to feed themselves from an early age. Older children wipe their own noses and put the tissue in the bin. Staff support children to wash their hands independently before mealtimes. This helps children to develop the independence skills required for their futures.
- Staff plan a wide range of activities to help children use the small muscles in their hands. For example, babies enjoy using their hands to roll and squash play dough. Older children concentrate intently as they fasten tiny nuts and bolts during an activity. This helps to develop children's muscle strength and dexterity in preparation for early writing.
- Overall, daily routines and transitions are smooth and effective. Older children stop and listen when they hear the bell ring. They respond to staff's instructions and tidy away their toys, ready for the next part of their day. However, some aspects of the daily routine for babies are not fully effective. For instance, when staff are completing domestic tasks, babies are not as engaged as they could be. This results in them becoming disengaged and wandering around.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- review and improve the organisation of daily routines in the baby room, to consistently meet the needs of all children, in particular after mealtimes.

## Setting details

<b>Unique reference number</b>	EY549747
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10325020
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Hamble Early Years Centre Ltd
<b>Registered person unique reference number</b>	RP549746
<b>Telephone number</b>	023 804 52999
<b>Date of previous inspection</b>	8 January 2019

## Information about this early years setting

Hamble Early Years registered in 2017. It is open Monday to Friday all year round from 7.30am to 6pm. The two directors, who take responsibility for the setting, employ 16 members of staff to work with the children. The manager is qualified at level 3, nine members of staff are qualified at level 3, two members of staff are qualified at level 2 and three members of staff are unqualified. The nursery receives early education funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Kelli Wiseman

## Inspection activities

- This was the first routine inspection the nursery 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 talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke with the directors and managers about the leadership and management of the setting.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024