

Inspection of The Kindergarten

Fawley Methodist Church Hall, Chapel Lane, Fawley, Southampton SO45 1EB

Inspection date: 11 September 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and make excellent progress from their starting points. From the moment they arrive, children are engaged by enthusiastic practitioners who are passionate about their role. Children confidently say hello to their friends and demonstrate fantastic independence as they place their belongings away. Children who are new to the setting are warmly welcomed. Practitioners talk them through the different exciting activities available. Children quickly separate from their parents and demonstrate that they feel safe and secure.

Practitioners have a remarkable passion for teaching children about positive behaviour. Throughout the day, they consistently model their expectations to children. Practitioners offer help, encouragement and praise continuously as children go about their activities. Children imitate this beautifully. They kindly ask their friends if they need any help when they are struggling to stick a ball to their crown creation at the art table.

Leaders tailor a focussed and ambitious curriculum to each group of children. For example, they take pride in how they adapt their intentions for children's learning through their knowledge of children's individual needs. Children benefit from activities that embrace the community in which they live. For example, children learn about differences and similarities through a scrapbook and toy bear, which they each get to take home. Children excitedly share their memories with their peers and develop a sense of belonging.

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

- Practitioners have an exceptional understanding of what children need to know next. They make clear and consistent use of regular assessment. Practitioners involve parents in this process. Together, they discuss what children already know and what they would like to support them to know next. Practitioners plan carefully to include ambitious activities that support children to achieve the next steps in their learning.
- Children are supported to develop a secure love of reading. Practitioners read with them enthusiastically. They use props to fully involve children in the narrative. Younger children repeat new words they have learned from the story, such as 'cocoon'. Practitioners ask questions and repeat different parts of the book to check children's comprehension. Furthermore, leaders provide a 'lending library' for parents to encourage reading outside of the setting. Children's early literacy skills are promoted well.
- Children are highly engaged in all their activities. For example, they become thoroughly absorbed in a game of dressing up. This is because practitioners become fully immersed in their play. They ask children questions to continually

inspire their imagination. When staff plan interesting sensory activities, children participate for long periods. They learn words such as 'pipette' and 'petal' as they explore with water and flowers. Children are highly motivated to play and learn.

- Practitioners provide remarkably sensitive support for children's emotional well-being. They use frequent opportunities to increase children's awareness of their feelings. For example, when children want to do an activity, practitioners provide a clear explanation as to why it is not available. They value children's emotions fully and explain that they recognise it can be frustrating to wait. Practitioners engage closely with children and support them to find another activity. Children demonstrate a fantastic ability to regulate their own emotions, and their behaviour is exemplary.
- Children have plenty of opportunities to learn about how to keep themselves safe. For example, staff support them to understand safe use of the equipment. Older children provide others with guidance and talk to them about how to assess risks in their play. Practitioners teach children about appropriate physical challenges in the well-organised outdoor play space. Children learn about managing risks independently.
- Leaders are inspiring and are passionate about their role. They support their team to have a deep understanding of the curriculum and provide team members with continuous training. Practitioners speak positively about their professional development opportunities. Furthermore, leaders encourage practitioners to be reflective about their teaching. For example, practitioners complete an activity reflection book to help them consider how to continually improve the implementation of planned learning experiences. Leaders consistently monitor and raise teaching standards to the highest level.
- Parents speak exceptionally positively about the education their children receive. They feel well informed about their child's learning. For example, parents know exactly what children are learning next. This is because practitioners closely involve parents by asking them what children are doing at home. Partnerships with parents are strong and highly effective at supporting children's educational achievements.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY550384
Local authority	Hampshire
Inspection number	10398176
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	26
Number of children on roll	23
Name of registered person	Harvey, Daisy Elizabeth Carol
Registered person unique reference number	RP550383
Telephone number	07568 608409
Date of previous inspection	7 October 2019

Information about this early years setting

The Kindergarten registered in 2017. The setting operates from a church hall in Fawley, Hampshire. It opens five days a week during term time, from 9am to 3.15pm. There are five staff, four of whom have early years qualifications between level 3 and level 6. There is one regular volunteer. The setting provides funded early education for children aged between two and four years.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of a group activity.
- Parents and grandparents shared their views of the setting with the inspector.

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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