

Hatfield Nursery Limited

9 St. Margarets Road, Torquay, Devon, TQ1 4NW



Inspection date

17 June 2015

Previous inspection date

16 August 2011

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children | | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staffing arrangements do not always ensure that children's needs are met fully and that they are engaged in purposeful activities at all times, which hinders their learning.
- Monitoring of children's progress is not fully effective to help staff promptly identify and address any gaps in children's learning.
- Staff do not always provide enough activities for two- to three-year-old children to fully engage them at all times through challenging activities.
- Staff do not consistently support children's thinking and language development in the three- to five-year room to fully enhance their communication skills.

It has the following strengths

- Children enjoy activities outside. This provides them with opportunities to develop their imaginative skills, for example, children play pirates on the wooden ship.
- Parents attend regular meetings with staff to discuss their children's progress, which ensures a joint approach to children's learning.
- Staff support children appropriately to develop their confidence and self-esteem.
- Staff attend a range of training courses to develop their skills and improve children's experiences, for example, they use and teach children sign language to support their communication.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staffing arrangements to ensure that children's needs are fully met
- improve the monitoring of children's progress so that staff use it to plan and provide consistently challenging activities that focus on any gaps in children's learning.

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

- provide children in the two- to three-years room with more stimulating and interesting activities that consistently capture their interests and exploration
- extend children's thinking and language skills further in the three- to five-years room so that children can ask thought-provoking questions and benefit from more detailed conversations and discussions.

To meet the requirements of the Childcare Register the provider must:

- ensure there is a sufficient number of persons present at all times to ensure the welfare of the children (compulsory part of the Childcare Register)
- ensure there is a sufficient number of persons present at all times to ensure the welfare of the children (voluntary part of the Childcare Register)

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed interactions between staff and children.
- The inspector viewed documentation including planning, policies and assessments.
- The inspector spoke to parents, staff and children and took account of their views.
- The inspector observed activities inside and outside.

Inspector

Joanne Steward

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff plan some activities that incorporate children's interests, for example, they provide additional resources such as tubing and soil for children to roll their cars through. This helps children widen their experiences using different media. Staff actively involve parents in their children's learning. Parents are encouraged to provide information about their children's progress when they start, demonstrating effective liaisons between home and the nursery. Babies enjoy sensory activities, such as bath sponges and hairbrushes, providing opportunities to explore different textures. Younger children enjoy exploring their environment. However, staffing arrangements mean that staff are not always on hand to sufficiently supervise them. This means that children quickly lose interest in activities, and staff are unable to consistently meet their individual needs. Older children enjoy socialising with friends at mealtimes, although staff do not always extend conversations to encourage children to think for themselves or ask questions.

The contribution of the early years provision to the well-being of children requires improvement

Staff have a clear understanding of safeguarding procedures. However, at times, staff work on their own with children, which does not ensure that their needs are fully met. The nursery is well resourced and children enjoy different activities, for example, they make Father's Day cards and use toy kitchen hobs to make pretend soup outside using natural resources. Staff use care plans well to meet babies' needs, such as feeding, changing and sleeping. Staff prepare children well for their move into the next room by making frequent visits to the subsequent age group. They prepare older children well for school by providing school uniforms in the role play area. Children enjoy regular outdoor play and exercise, which supports their healthy lifestyles.

The effectiveness of the leadership and management of the early years provision requires improvement

Staff receive regular supervision to identify appropriate goals to improve performance and practice. This ensures they attend frequent training. Management uses self-evaluation appropriately to reflect on their practice and children's experiences. For instance, staff provide children with additional resources such as video cameras, which develops their understanding of information and communication technology. Children make progress from their starting points and staff make regular assessments. However, the system for monitoring children's overall progress is not robust to ensure staff promptly plan for and provide challenging activities that address gaps in children's learning. Management and staff understand safeguarding procedures and staff receive regular training on this so that they know what to do if concerned. However, management does not always deploy staff effectively.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | EY259812 |
| Local authority | Torbay |
| Inspection number | 833161 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 69 |
| Number of children on roll | 156 |
| Name of provider | Hatfield Nursery Ltd |
| Date of previous inspection | 16 August 2011 |
| Telephone number | 01803 316611 |

Hatfield Nursery registered in October 2003. It is located near the St Marychurch area and is just on the boundary of Torquay. The nursery is open from 7.30am to 6pm weekdays throughout the year. The nursery is in receipt of the early years education funding for two-, three- and four-year-old children. There are 21 members of staff working directly with the children. Two hold Early Years Professional Status, one holds a level 6 qualification, two hold a level 5 qualification, 15 hold a qualification at level 3 and one member of staff holds a level 2 qualification.

This inspection was carried out by Ofsted 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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