

Inspection of Hummingbirds Nursery

College Farm, Church Lane, Bramdean, Alresford SO24 0JS

Inspection date: 29 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff have created an engaging curriculum with a wide range of outdoor activities that support children's physical development. These include mud, sand and water play, insect hunts in hedgerows and energising treks across fields of crops. Adults also plan rich experiences that are firmly rooted in the rural community. Children participate in the celebration of harvest at the neighbouring church. Older children show what they have learned about how wheat is harvested from local fields to make bread. These experiences have helped children to develop a love for the countryside and an understanding of its value to the local community.

Staff have high expectations for children's behaviour, and they plan interesting, fun activities that celebrate children's experiences. For instance, children take turns to bring home a cuddly mascot and create photo diaries about their time with the teddy. Staff share these diaries enthusiastically in group sessions. This gives children an opportunity to talk proudly about what is important to them at home, while giving other children an insight into the different experiences of their peers. In addition, well-planned activities help children develop positive attitudes to learning, and their behaviour is good.

Staff work hard to ensure that children of all ages and abilities are included throughout the day. Adults collaborate well with parents of children with special educational needs and/or disabilities (SEND) to ensure that any additional needs are supported. For instance, staff have made small adaptations to help children with SEND access circle time. They have also supported children to transition, who found separating from their parents challenging. These adjustments have helped children with additional needs quickly develop a sense of safety and security at the setting.

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

- Leaders have devised an ambitious, well-sequenced curriculum that continually builds on what children know and can do. For instance, children develop skills to care for their environment from an early age. Younger children enjoy putting their banana skins into the compost bin, while older children talk about how compost is good for flowers. Children treat animals with respect, taking care to place back any insects they have found on bug hunts. Children enjoy the teamwork involved in these initiatives, which also help them to build a shared sense of responsibility in looking after the environment.
- Adults help children to express their opinions. For example, staff ask children to vote with raised hands to decide what songs to sing. Additionally, during the general election, staff helped children present their ideas for changes to the setting. Children marked their ballot papers and placed them in a voting box to

be counted. Fun yet thoughtful activities such as these teach children about democratic British values and that everyone's opinion is of equal value.

- Staff provide children with responsive emotional support. If young children become upset, staff talk softly in reassuring tones and distract them by following their interests, for instance, showing them tractors in nearby fields. In addition, staff make well-timed judgements about when to give children space to process their feelings. This helps children to develop the skills they need to regulate their own emotions.
- Staff prioritise the well-being of children on trips out. They ensure that children understand the rules of the group before leaving the setting. Staff closely monitor children outside and continually evaluate the potential risks of exploring the local countryside, such as knowing which plants can be toxic if touched. Staff also know how to get help quickly should the need arise. These measures maximise the safety of children when away from the setting.
- There is very effective support for children with SEND. Staff work well together to highlight areas in which children need further support. They use these assessments, along with advice from specialist professionals and feedback from parents, to set meaningful targets for children with SEND. As a result, children with additional needs make good progress from their starting points.
- Leadership has focused on specific areas for training, such as how staff use language and questions in their conversations with children. However, the monitoring of teaching is not yet fully embedded across the curriculum, which means leaders have not identified some inconsistencies in practice. For example, staff are not fully supported to consistently extend and explore children's knowledge, interests and experiences in greater depth during activities.
- There is a strong focus on healthy eating. Children enjoy eating the meals that are cooked freshly on site. Food menus are also highly regarded by parents. There is good support for children with allergies and intolerances. Each child has a colour-coded placemat that details the days they attend and any food allergies, intolerances or preferences. In addition, staff eat lunch with the children while engaging them in conversation. This brings together the whole setting at mealtimes. This pleases children and supports them to feel at ease.

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:

- strengthen arrangements for monitoring staff's practice to help enhance the

quality of teaching and learning all children receive.

Setting details

Unique reference number	2663295
Local authority	Hampshire
Inspection number	10355113
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	50
Name of registered person	Hummingbirds Nursery Limited
Registered person unique reference number	2663294
Telephone number	07977058325
Date of previous inspection	Not applicable

Information about this early years setting

Hummingbirds Nursery registered in 2022. The nursery is located in Bramdean, Hampshire. The nursery is open from 8am to 6pm, Monday to Friday, throughout the year. There are 18 staff, 16 of whom work directly with the children, including both directors. Two staff hold recognised childcare qualifications at level 6, and nine other staff hold childcare qualifications at level 3 and above. The setting provides funded care and early education for children from nine months up to the age of four years.

Information about this inspection

Inspector

David Watkins

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.
- Leaders talked to the inspector about the curriculum and what they want their children to learn.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a group activity with the manager.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- 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 spoke to children to find out about their time at 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024