



## Heaton Dene Nursery

Inspection report for early years provision

**Unique Reference Number** 316019  
**Inspection date** 17 July 2006  
**Inspector** Susan Janet Lee

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**Registered person** Jean Gittins  
**Type of inspection** Integrated  
**Type of care** Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Heaton Dene Nursery and School's Out opened in 1994 and are run by an individual. The provision operates from detached buildings located on the border of Westhoughton and Blackrod with immediate access to the A6. The nursery is reached via a short drive with parking on the premises and disability access. The nursery and out of school club serve the local and wider communities. Four play rooms are used by the nursery, with a separate room available for use by the out of

school club. There is also a hall available which provides additional space for physical play. A large purpose built area is available for outdoor play.

The nursery is open each week day from 07.30 until 18.00 all year round. A maximum of 61 children may attend the nursery at any one time. There are currently 101 children aged from birth to four years on roll. Of these, 35 children receive funding for nursery education. The out of school club provides before and after school care and holiday care. A maximum of 35 children may attend the out of school provision. There are currently 37 children on roll. The nursery and the out of school provision currently support a number of children with specific needs and also support a number of children who speak English as an additional language.

A total of 30 staff work with the children in the nursery and out of school club, of these, 21 hold an early years qualification and 5 staff are working towards a qualification. The setting has an 'investors in people' certificate, a National Day Nurseries Association quality assurance certificate and the Aiming High award. The provision has links with Bolton Sure Start.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a very well maintained environment. They stay healthy because staff exercise good hygiene practices to minimise the risk of cross infection. For example, they wear aprons when serving lunch; visitors are asked to remove their shoes or wear shoe protectors when they enter the baby room as the babies play at floor level and staff follow good standards of hygiene when changing nappies to help protect very young children. The sick children's policy is put into practice as soon as staff notice that a child is poorly; ensuring appropriate measures are in place when safeguarding children from infection. Staff respect children's privacy when they use the bathroom in the school room; however, the toilets do not have doors to help give children privacy when other children are using the bathroom at the same time.

Staff work closely with parents of very young babies in relation to breast feeding and weaning. They gather detailed information regarding children's dietary requirements and this is taken into account when planning meals and snack. Menus are well balanced and the cook uses fresh meat, vegetables and fruit each day to aid children's growth and development. The children develop their sensory awareness as the meals include foods from other countries, different textures, tastes and aromas. Fresh drinking water is readily accessible to the children enabling them to quench their thirst independently.

Staff pay much attention to children's physical development. Babies benefit from routines that are consistent to their home experiences as staff follow their individual sleep and meal routines. Very young children are able to move around freely and discover and learn about their bodies. The children have lots of opportunities to enjoy and develop their physical skills as they play out twice a day and also have use of a

hall for physical play and music and movement; all of which contributes to their good health and physical development. Children in receipt of nursery education move freely and with pleasure and explore different ways of moving. For example, walking, running, climbing, swimming and walking on stilts. They negotiate space successfully and respect each other's personal space when participating in music and movement activities. The children develop good manipulative skills as they participate in lots of activities that require hand eye coordination. Older children practise safety measures without adult supervision. For example, two children work together to transport a box of construction toys from one side of the room to the other.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm, welcoming environment; lots of children's artwork and posters are attractively displayed. Children are cared for in group rooms according to their age and stage of development. The rooms are very child centred and conducive to exploration and learning. The baby room is calm and peaceful and adds to very young children's sense of security and well-being. There is a good selection of equipment and furniture available to allow babies and older children to play, rest and eat in comfort. The setting provides a wide range of resources to help children progress in all areas of their development. Staff check and clean equipment and toys on a regular basis to minimise risks to children. All items are of good quality, safe, clean and of suitable design.

Very detailed risk assessments are in place and these are reviewed regularly. Staff also use the children's accident records to review risk assessments which reduce risks to children. Staff have a clear awareness of safety and all reasonable steps have been taken to ensure that the internal and external environment in which children are cared for is safe and secure. The children practise evacuation procedures with staff on a regular basis; helping them to develop an awareness of what to do in the event of an emergency, such as a fire. Staff are vigilant in supervising children and protecting them from danger. For example, children do not play outdoors when it is very hot. The children learn about keeping themselves safe through daily routines and play activities. Staff use age appropriate explanation to guide the children; for example, they gently remind the children to walk slowly and not to run indoors. Children in the school room independently line up at the door when they go to the hall for lunch. The children also develop an understanding of other dangers, such as fire and crime as the fire service and the police recently visited the setting.

All required procedures are in place and staff have a good understanding of child protection matters and procedures; helping to safeguard children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All staff working with children under three years of age have attended training in

relation to the Birth to three matters framework. They use their secure knowledge of the framework well to provide a range of interesting and stimulating activities for the children in their care. Staff observe the children at play and use this information to plan activities to meet children's individual needs and help them to progress onto their next stage of development.

The welcoming environment, individual group rooms and the effective 'key worker' system allows the staff and children to get to know each other well. Staff share warm, close relationships with the children who are happy and secure in their care. They dedicate much time playing and talking to the children and support them well in their play and learning.

Staff have a good understanding of the importance of children's sensory development and they provide some lovely activities for the children. For example, a group of staff take the babies into the hall to introduce them to 'space'; staff are very aware that some babies may feel insecure in a bigger space and offer lots of positive physical reassurance to the children. They play soft music and introduce resources that are colourful, tactile and that make sounds. The children feel the different textures with their fingers and stretch forwards to reach toys that are just beyond their reach. The children also have access to a 'heuristic room' which is calm and peaceful, has sensory lighting and houses objects that are made of natural materials and differing textures.

The children have lots of opportunities to enjoy being creative and imaginative as they have access to a range of creative, imaginative and small world resources. Children find a voice; begin to listen and respond, and make meaning as staff nurture their attempts to communicate. They listen as the children babble or use simple words and respond in gentle tones; helping to reinforce early speech patterns.

Children attending the out of school club clearly enjoy their time at the setting. They are actively engaged and occupied in a range of activities and they talk about their favourite activities and how much they enjoy trips out during the school holidays.

#### Nursery education

The quality of teaching and learning is good. All staff have attended training in relation to the Foundation Stage and use their knowledge well to plan a range of stimulating activities to help children make good progress towards the early learning goals. Effective systems are in place in relation to planning and assessment. Staff use differentiation in practice to meet children's individual needs; however, this is not documented in the planning. Staff prepare well for activities and use props to engage children's interest. They are adept in asking the children open ended questions to challenge their thinking and to help them achieve. Staff are patient and sensitive and ensure all children have the opportunity to participate. For example, they ensure that all children are able to make a contribution at circle time, even the quietest children successfully contribute with staff support.

Staff devote much time to children's personal, social and emotional development. The children clearly feel safe and secure and display high levels of involvement in their chosen activities. They have good levels of independence in self help skills,

such as using the bathroom, washing their hands, putting on aprons and helping to tidy up and set tables for lunch. The children develop good communication skills; they are confident speakers and use language well to express their feelings, describe what they are doing, recall past experiences and anticipate what will happen next. They recognise their own name as they self register on arrival. Children are able to form recognisable letters and write their own names. They develop an understanding of which letters represent different sounds as they concentrate on one letter a week; they explore the sound the letter makes and look at objects that begin with the letter. Children have lots of opportunities to ascribe meaning to marks as mark making tools are accessible in lots of different play situations and activities.

Mathematics is well used across the whole curriculum. Children learn about mathematical concepts, such as number, share and size through a host of play activities and daily routines. For example, they count backwards at story time as the 'rocket' takes off in the story and use number in computer games. They begin to develop an awareness of addition and subtraction. Older children use their own methods to problem solve. For example, a child helps to set the table for lunch; she counts five children on her table, then adds herself using her fingers to make a total of six. She then collects six pieces of cutlery, one for each child. The children are able to name shapes of everyday objects and they use mathematical language to describe quantity when pouring drinks and weighing ingredients for a baking activity.

The children have many opportunities to become aware of the world in which they live as they participate in activities that allow them to explore and investigate. For example, they have developed a sensory garden and grown their own plants and herbs. When the mint had grown the children made mint sauce and tasted it with their lunch. They explore mini beasts using magnifying glasses and explore the different textures, such as gloop, sand, water and paint. The children have access to a computer and other programmable toys. They are able to operate simple equipment, such as a mouse and a printer and they enjoy completing simple programmes. The children develop a good sense of time as they follow the setting's daily routine; they know that at 11.15 it is time for lunch. They show an interest in the world in which they live and they use skills, such as cutting, folding and joining to make Japanese fans and use chop sticks in their play when they celebrate Chinese New Year.

Children are able to express their own thoughts and ideas in a variety of ways as they engage in a variety of creative activities. For example, drawing, painting, collage, construction, imaginative play and music. They build up a repertoire of songs and they enjoy singing and joining in with action songs. The children also benefit from music and movement sessions where they create movement in response to music. They enjoy construction, build with a purpose in mind and make comparisons with their friends. The children have lots of opportunities to re-enact their own experiences and develop their understanding of the world in which they live as they have access to a wide range of small world resources and many imaginative role play situations; for example, a travel agents, a hospital and a space ship. They use their imagination well when describing their dreams to staff and other children at circle time.

## **Helping children make a positive contribution**

The provision is outstanding.

The setting displays some wonderful posters as a means of promoting equality of opportunity. Staff gather a wealth of detailed information from parents about their children's individual needs to enable them to be in a position to best meet these needs. Children gain a very good awareness of their local community through trips out and visits from other people in the community. For example, the fire service, police and the Royal Air Force; who flew in a helicopter for the children to have a look at. The setting provides an extensive range of resources that reflect diversity; helping children to develop an awareness of the wider world. The children celebrate their own and lots of other festivals and they begin to value each other's similarities and differences from an early age. Staff have a deep respect for children's cultural background and work very closely with parents to help the children develop a good sense of their own identity. Staff work closely with parents and other professional to meet children's additional needs and they are deeply committed to providing an inclusive environment and ensure that all children are successfully involved in all activities.

Staff have an excellent understanding of the behaviour management policy and are highly consistent in their approach to managing children's behaviour. They treat the children with individual care, concern and respect and act as good role models. As a result, children are polite, behave well and develop an understanding of taking turns and sharing. Older children are able to work well together in large and small groups. The children constantly receive praise at every opportunity for their efforts and achievements. They develop a sense of pride, confidence and self-esteem from an early age.

The children develop a strong sense of belonging. On arrival, they enter with ease and confidence. Staff encourage the children to take responsibility as they help to tidy up and to set tables for lunch. The children show lots of care and concern for other living things as they tend to the plants which they are growing and help to look after two baby rabbits. Children make positive contributions in many ways. For example, they are involved in regular fund raising events for different charities and the older children are currently practising a production for their parents. The setting fosters children's spiritual, moral, social and cultural development very well.

Staff share very good working relationships with parents. They are provided with a suburb range of information about the setting and their children's activities. Parents are fully involved and make many contributions to nursery. For example, they complete questionnaires to help monitor the service provided for their children; all parents become involved in fun days and fund raising events and some parents are currently involved in setting up children's football teams and in helping to coach the children. Excellent settling in procedures ensure children feel secure. Parents are extremely happy with the service provided, levels of care and activities afforded. The partnership with parents of children in receipt of nursery education is outstanding. Parents are provided with excellent information in relation to the Foundation Stage and highly effective systems are in place to gather information about children's starting points. Parents are fully involved in their children's learning. For example,

they are informed on a weekly basis which letter the children are learning about and they are encouraged to continue this at home; older children also take reading books home each day and parents help with their reading skills.

## **Organisation**

The organisation is outstanding.

The manager is also the registered person; she keeps herself and staff fully updated with current legislation and she is deeply committed to ensuring that all children receive the highest quality of care and education. A robust vetting procedure helps to protect children and a thorough induction procedure ensures staff have a clear understanding of their roles and responsibilities. The manager is committed to staff's continual professional development and has a very high regard for children's well-being. She gives a high priority to staff training; allowing the staff to attend training on a regular basis to further develop their child care practice. Fourteen staff have valid first aid certificates ensuring they have up to date knowledge of what to do in the event of an accident or minor injury.

The record of children's attendance and observations during the visit show that high staff to child ratios are maintained to positively promote children's care, learning and play. Staff work extremely well together as a team and they organise space, time and resources exceptionally well to maximise opportunities for children and to meet their needs effectively.

All required policies, procedures and documentation is in place and work very well in practice to positively promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The leadership and management of nursery education is outstanding.

The management team have well defined roles and responsibilities. The manager truly values their ideas and contributions and good delegation empowers members of the management team to confidently try out new ideas. The manager offers very good support to staff in the delivery of the curriculum and ensures they are highly skilled in their delivery of teaching and that they are able to reflect on their practice. Robust systems are in place to monitor the delivery of nursery education. The management team inspire the staff and use innovative ways to involve them fully in the continuous development of providing good quality education for the children in receipt of nursery education.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection recommendations were made in relation to the use of the book area, the use of observations to inform planning, safety, the child protection procedure and the complaints procedure.



The staff have developed the book area to encourage the children to use it for enjoyment and reference. Staff now use observations of the children at play to inform planning of their next steps in relation to nursery education. The water temperature in the children's bathrooms is maintained at a suitable temperature and chairs are stored safely. The child protection procedure now includes information regarding procedures to follow should an allegation be made against a member of staff. The complaints procedure now includes the regulator's contact details. By addressing these issues the nursery has improved children's safety, learning and enjoyment and also information for parents has been improved.

### **Complaints since the last inspection**

Ofsted received concerns regarding National Standard 6; Safety in November 2005. A childcare inspector visited the provision to investigate these concerns. Ofsted are satisfied that the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- take steps to further enhance children's privacy when they are using the bathroom

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop planning to include written information of how differentiation is used to meet children's individual needs when planning play activities.

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