

# Heathcote House Nursery School

Inspection report for early years provision

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**Unique reference number** EY232048  
**Inspection date** 01/05/2009  
**Inspector** Catherine Louise Sample

**Setting address** The Green, Devizes, Wiltshire, SN10 5AA

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Heathcote House Nursery was registered in 2002. It is a privately owned nursery situated in Devizes. It operates from an easily accessible detached house which has been adapted to cater for children aged three months to five years. The baby unit has three rooms dedicated to play and another room for rest and a self-contained kitchen. The main nursery has a large play room, a quiet room for more advanced teaching activities and two further rooms for the younger children. There is a fully equipped kitchen where meals are prepared for the children. There are also toilet and washing facilities and a staff room. There is a fully enclosed garden for outdoor play.

The nursery is registered on the Early Years Register to care for a total of 63 children at any one time. There are currently 80 children on roll, of whom 29 receive funding for nursery education. Children attend from Devizes and surrounding villages. The nursery is open from 08.00 to 18.00 all year round except for Bank holidays and a week at Christmas. The nursery cares for children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 13 staff that work directly with the children, including the manager who is a qualified teacher and holds Early Years Professional Status. The deputy holds a level 4 qualification and all room supervisors hold level 3 qualifications. Of the remaining staff, all but three have relevant child care qualifications and one of these is currently working towards a level 2 qualification. The cook holds a level 3 childcare qualification so is able to work with children if emergency cover is required.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy attending this friendly and supportive setting. Staff have a good awareness of children's needs and work in close liaison with parents and other agencies to ensure that they can fully meet the unique requirements of each child. They take positive steps to ensure that all children can play a full role in activities and help them to reach their full potential. They monitor and evaluate how effective the provision is. They share a positive attitude to further development in order to improve outcomes for children

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that the risk assessment identifies all possible hazards, including children's access to the kitchen and temporary safety risks in the garden area used by babies
- continue to develop the range of activities and resources available to provide children with rich and diverse learning and development opportunities in the

outdoor environment

## **The leadership and management of the early years provision**

Children's welfare is promoted by the maintenance of all necessary records and the effective implementation of policies and procedures which are regularly reviewed. There are robust procedures in place to ensure staff suitability which include thorough recruitment and vetting procedures. There is a generally effective written risk assessment which is reviewed regularly and daily safety checks are carried out by staff. However, two safety issues were identified at the inspection, of which only one had been identified and successfully managed by staff. Staff have all attended child protection training and have a sound understanding of child protection issues and know what to do if they have concerns about a child in their care.

Children benefit from having experienced and qualified staff who work well as a team and are effectively deployed. The majority of staff have relevant childcare qualifications and share a positive attitude towards professional development. All staff are involved in monitoring and making ongoing evaluations of the provision and demonstrate a commitment to the improvement of children's care and learning. Parents and children are also invited to give feedback about the setting. Staff effectively promote inclusion which ensures that all children feel valued and welcome. Children with learning difficulties and/or disabilities are supported effectively as knowledgeable staff work closely with their parents and other agencies and individual support is provided. Staff make effective use of published guidance on supporting children with English as an additional language to ensure that such children make good progress in learning a new language. There are good opportunities for children to learn about other ways of life since the nursery sponsors a child from Kenya.

Staff's sharing of information with parents and other providers has a positive impact on children's welfare and education. Parents are encouraged to share in their children's care and learning. They receive relevant information through regular newsletters and via the notice boards in all areas of the nursery. They have regular opportunities to see and contribute to their children's records of achievements and to share information about 'wow' moments from home when children have done something new or special. The nursery has effective systems in place to ensure that relevant information about children is shared with other providers to ensure that their needs are fully met in both settings.

## **The quality and standards of the early years provision**

Children are learning about how to stay safe. Staff ask what needs to be done before the garden can be used and the children say that the gate must be checked to ensure that it is locked. They are reminded not to stand on their chairs and to walk sensibly so that they do not trip. They are learning highly effectively about health and hygiene. They know why they need to flush the toilet and wash their hands and staff give a simple explanation of why it is very important to use tissues

to catch germs due to the possibility of a pandemic. Children enjoy nutritious home-cooked meals such as spaghetti bolognese and have snacks such as fruit and breadsticks. They have been doing a healthy eating project and a colourful display shows what fruit and vegetables the children like eating and why. Children are well behaved. They have good manners and remind one another of rules such as tidying away the toys. Older children have contributed to rules for their classroom.

Children are thriving as they take part in a wide-ranging and stimulating variety of activities which help them make excellent progress. Older children have extensive opportunities to do their own planning and younger children benefit from an excellent range of imaginative play opportunities which are well supported by the knowledgeable staff. Children are challenged and encouraged to become critical thinkers by staff who use effective teaching methods and have excellent questioning skills. Staff make ongoing, relevant observations of children's progress based on their thorough understanding of the early learning goals and child development. Observations are clearly recorded to show what each child can do, how it links to the different areas of learning and what steps they need to take next. This information is reviewed every six weeks and shared with parents who have the opportunity to contribute their thoughts on their child's progress.

Children of all ages are developing independent skills as toddlers wash up their own cups and even babies help to tidy away the toys. Children are confident communicators who chat animatedly to the other children, staff and visitors. They are finding out about the world around them as they observe a tame robin in the garden, grow vegetables and go out for walks in the local environment. They can experiment freely with different creative media and use a wide variety of tools and utensils in their everyday play. They are encouraged to problem solve and have excellent opportunities to count and use mathematical language. They spend a lot of time in the garden doing various physical activities such as balancing on giant tyres. They also use the garden for various other activities and staff are eager to further extend the range available so that the outdoor area provides diverse learning and development opportunities.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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