

Heaton Dene Nursery

Inspection report for early years provision

Unique reference number	316019
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Inspector	Angela Rowley

Setting address	Heaton Dene Farm, Chorley Road, Westhoughton, Bolton, Lancashire, BL5 3NJ
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Type of setting	Childcare on non-domestic premises

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Heaton Dene Nursery and School's Out opened in 1994 and is run by an individual. The provision operates from six main areas in converted premises located on the border of Westhoughton and Blackrod, Greater Manchester. Four playrooms are used by the nursery, with a separate room available for use by the out of school club. There is also a hall and large grounds for outdoor play. The nursery is open each weekday from 7.30am until 6.00pm all year round and provides funded early education for three- and four-year-olds.

The nursery is registered on the Early Years Register. A maximum of 96 children may attend the setting at any one time, 61 of whom are in the nursery provision. There are currently 103 children aged from birth to under five years on the roll, some in part-time places. The nursery currently supports a small number of children with special educational needs. The setting also provides care for children aged five to 11 years which is registered on both parts of the Childcare Register.

There are 30 members of staff, the majority of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. One member of staff has recently gained an early years foundation degree and the nursery employs a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make some very good progress and thrive in the setting because every child is valued and is made to feel special. Their welfare is given the highest of priorities, which ensures every child's unique needs are met. Mostly staff understand and use the wide range of effective record keeping systems, which safeguards children's care and promotes their development. The nursery works extremely well with parents and other agencies to provide effective continuity of care and learning and to ensure children get the support they need. Dedicated management continually reflect on and evaluate practice, which leads to a generally accurate view of the setting's strengths and weaknesses and enables them to make relevant improvements.

What steps need to be taken to improve provision further?

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

- consider using quality improvement tools to inform further development opportunities for the provision, including the deployment of space and the provision for investigation outdoors
- continue to develop a systematic approach to using observations to inform assessments and future planning
- ensure consistent maintenance of records in line with the setting's medication

procedures.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding, where there are some exemplary practices. Management are highly committed to providing care that meets the needs of every child and family. They go the extra mile to support families under stress and work with other agencies to ensure every child and family get the support they need. Staff receive regular training in relation to safeguarding issues and so comprehensive arrangements to protect children are in place. This includes clear recruitment and vetting procedures, which ensures all adults working with children are suitable to do so. The environment is extremely safe and very supportive. Extensive risk assessment procedures ensure all potential hazards are identified and minimised. Staff routinely check identified risk areas and monitor accidents to maximise children's safety. A very good number of staff hold current first aid certificates and staff are mostly aware of the clear procedures regarding accidents and medication, although some recent changes to long-term medication procedures have not been fully understood and, as a result, a small number of records have not been fully maintained.

The manager and her team are highly motivated to seek further improvement. This is demonstrated through their commitment to professional development, which has significantly increased some staff's knowledge and skills and thus improved the provision for children. Self-evaluation is generally well-informed and makes good use of feedback and findings from previous quality checks. Reflection means they are continually looking at ways to improve. Significant improvements to security have recently been implemented whereby a computerised thumb print identification system has improved secure entry for named individuals. Improvements have also been made with regard to the maintenance of the premises and to outside play, which has improved the quality and accessibility of the provision for some children. However, during improvements made to the organisation of children's rooms, management have not fully considered the deployment of space in the base room for 'preppies', which means their movement and access to a wide range of resources is more restricted than other areas of the provision. The nursery has ample space and extensive grounds that staff use well to provide interesting activities which meet the needs of different ages and stages of development. Excellent provision of good quality resources provides a welcoming, nurturing environment and promotes children's welfare, learning and development. Management make the most of their links with local advisors and other settings, such as schools, to guide quality practice, although they are not at present systematically analysing teaching and learning or using quality improvement tools to inform further opportunities for development.

The setting actively promotes equality and diversity. Through effective partnership working they prioritise support and meet individual needs. As a result, children with special educational needs make good progress. All children are valued by staff, who are proactive in ensuring that everyone feels welcome and develops a sense of belonging. Positive images in play materials, welcome signs and symbols

displayed all around the nursery help to raise children's awareness of diversity. The setting has developed strong relationships with parents, who speak highly of the supportive provision and the trust they have in the staff. Right at the start, questionnaires and settling-in visits facilitate relationship building to give staff clear information about each child's background and needs. Parents are regularly informed about children's care and learning. The nursery works hard to include them and holds parents' evenings and special events, such as annual performances, festivals, celebrations and 'graduation' ceremonies. The nursery uses the skills of parents to extend community links, for example, the running of the setting's football club. Strong links with local schools mean that children's transition is managed well.

The quality and standards of the early years provision and outcomes for children

Adults' good knowledge of the Early Years Foundation Stage requirements, along with effective systems to support children, results in an environment which promotes children's learning and social, physical and economic well-being. The setting uses an effective key working system to support children to achieve good outcomes. The nurturing and caring relationships children develop with their key people help them become confident individuals who develop caring relationships with their friends. Staff have high expectations of children and their behaviour. Consequently, children show an excellent awareness of responsibility in the setting, which helps them develop skills for the future. For example, as table monitors they count the number of children at their table and give out the amount of plates and cups needed. Through their good behaviour children demonstrate a willingness to keep themselves and others safe. They know how to use the wide range of outdoor play equipment, such as swings and climbing frame, safely, closely supervised by adults. Children's awareness of staying safe is excellently extended through consistent routines and through meaningful activities about, for example, people who help us. Children play firefighters in role play, knowing why it is essential they wear a safety hat. They independently draw zebra crossings on the chalk road they have drawn outside, telling the practitioner where they must stand in order to cross safely. They count the number of children going outside and know why it is important to take the register. Children understand healthcare and routines and by the time they are in pre-school they have good self-care skills. They independently access bathroom facilities where many wash their hands ready for snack, without reminders. Freely accessible boxes of tissue enable children to respond to the need to keep their own noses clean. Children engage in a wide range of physical activity, such as weekly swimming lessons and visits from a dance teacher.

Children become active, independent and inquisitive learners through the mostly well-planned environment which supports self-selection and decision making. Most children in the nursery access outside play as part of their continuous play provision. The outside grounds provide extensive, attractive space for vigorous physical exercise and imaginative play, though children have fewer opportunities to investigate outside. Staff use the grounds to good effect to broaden children's understanding of the world when they visit local farmland and explore pond life. A

heuristic playroom is available for babies and used to provide a calming environment where coloured lighting and natural materials stimulate the senses and encourage exploration. The environment is bright, stimulating and rich in the written word and symbols. Through the rich provision children make some exceptionally good progress in communication, language and literacy and are extremely confident communicators from an early stage. They understand links between sounds and letters and using a phonics teaching scheme children recognise letters of the alphabet, recognise and write their own names. Good teaching practice ensures boys are encouraged to mark-make in ways that interest them. As they play firefighters they take emergency calls on the pretend telephone and 'write' details on the clipboard. Information and communication technology skills are well promoted. Babies and the youngest children are provided with push button and electronic toys and by the time they leave pre-school most children can operate simple computer programs and equipment such as the CD player independently. Children's very good use of number and problem solving in everyday activities and routines stems from staff's understanding of how to introduce learning opportunities in everyday situations. Children 'take away' frogs during song time and know how many are left. They add 'one more' when they count themselves onto the number of children at their table to calculate the number of plates needed.

Key workers observe their children and know them well. They use what they know to plan relevant experiences, some of which are based on children's interests and are differentiated to provide different learning outcomes. All activities and play are securely delivered in response to individual children's learning needs, though some staff are less confident than others in recording their observations and matching them to stages towards the early learning goals in order to help plan children's next natural steps. Unit supervisors and management support and monitor this to ensure every child's learning is planned for. Consequently, children make good progress in the setting.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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