

# Healey Wood Nursery

Inspection report for early years provision

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**Unique reference number**

EY428278

**Inspection date**

07/12/2011

**Inspector**

Geoff Dorrity

**Setting address**

Healey Wood Nursery, Healey Wood Road, Burnley, BB11  
2LP

**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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*.

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## **Description of the setting**

Healey Wood Nursery is privately owned and was registered in 2011. The group operates from a former school building in Burnley. The setting is close to the park, woodland, local schools and children's centre. It serves the local area and is accessible to all children. Children have access to a large open-plan playroom with two additional rooms and there are toilets and hand washing facilities. There are two outdoor play areas for children to access.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. A maximum of 96 children may attend the group at any one time. There are currently 24 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education and supports children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs five members of childcare staff. Of these, one hold an appropriate early years qualification at level 2 and four hold level 3 or above. One member of staff holds a relevant early years degree and has Qualified Teacher Status. A full-time chef and part-time cleaner are also employed.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Outcomes for children in all areas are good. Children make progress because they are provided with good quality individualised care and learning in a positive environment. The setting regularly reviews their provision and practice and make improvements based on this. Strong professional relationships with parents and other provisions provide children with a consistency which assures their protection and supports and extends their learning. The nursery demonstrates an extremely positive approach to continuous improvement, which is evident in the development already achieved. Particular strengths observed at the time of inspection were the setting's commitment to working with parents and partners, and their practice in developing healthy lifestyles.

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

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

- develop the outdoor area to further promote children's knowledge and understanding of the world
- develop further parental contribution to the management of the nursery

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

There are good security measures in place, with all access points locked electronically and a video camera for identification of visitors before access is allowed. Staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. Staff are appropriately vetted and are safe and suitable to work with young children. A detailed range of policies and procedures that are understood and consistently implemented by staff are used to inform practice and promote the welfare of children who attend. This means that children are safe and feel secure in the nursery. The nursery makes effective use of daily risk assessments to support them in ensuring the areas used by the children are safe. This means that children are able to move safely and freely around the building.

Knowledge of the Early Years Foundation Stage is good and adults use this well to support children in their learning. The environment is well organised and accessible to the children, this means that they are able to thrive and make good progress in their development. The nursery is very aware of its strengths and weaknesses. They continually look for ways to improve provision for the children and set themselves ambitious and appropriate targets. Under the excellent management of the owner and management team, the nursery is forward looking and reflective. This, combined with strong teamwork and the staff's desire to continually train and develop as professionals, contributes strongly to the nursery's development. Consequently, the nursery has excellent capacity to sustain and drive improvements. For example, in the six months since opening, the nursery has embedded self-evaluation, developed effective links with the children's centre, developed other partnerships, effectively implemented the special educational needs coordinator role, and written a comprehensive and robust development plan, which means that improving outcomes is ensured for all children.

A particular strength of the nursery is the close working relationships with parents and carers. They obtain useful information about each child through the use of diaries and learning journals. This means that parents' wishes and children's individual needs are effectively met. The nursery and parents share important information about their child's starting points and progress. This means that parents are involved in their child's learning and each child is well supported in making progress towards the early learning goals. Effective relationships with other provisions and professionals involved with the children are established and contribute well to supporting children's welfare and learning. The nursery values parental contributions and they are currently hoping to establish a parent management board with the aim of assisting in its self-evaluation and planning to ensure that the parent voice is effectively heard. A robust equal opportunities policy is regularly reviewed and supports the staff well. Therefore, the individual needs of all children are met and they are included fully in the life of the setting. Good working relationships have been established with other professionals. This means a consistent approach is maintained to meeting individual children's needs. The nursery has developed successful links with other settings that the children

attend in order to provide consistency and to support their overall care and development.

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

The extent to which children feel safe is good. Well-organised routines and a caring attitude enable children to feel safe and secure in the nursery. This means they have developed confidence in the presence of other adults and willingly interact with them. Children and parents say they feel safe and have trust in the staff. This means that children move around the rooms freely and know how to access equipment safely; for example, when accessing cardboard boxes for construction. In partnership with community support officers the nursery has talked and undertaken activities with the children regarding being safe and 'stranger danger'. Following this activity the children complete a stay safe questionnaire and discuss when they feel safe at home and at nursery and why, meaning that children are developing an understanding of staying safe in the wider environment. Staff support children well to identify risks, for example, a child playing with a doll's pushchair is taught how to push it safely.

Children are well supported in adopting healthy lifestyles. The nursery provides healthy home-made meals and snacks. Children contribute to menu planning and the growing of herbs and vegetables in the outdoor area. Children take part in cooking sessions focusing on how to cook healthy snacks. This means children have an improving understanding of the importance of eating healthy foods. Parents notice how their children's eating habits improve at home. Partnerships with the local football club and coaching facilities promote physical activity through a range of games for children and their parents. Trips are taken to use the wider environment and to promote physical exercise and knowledge and understanding of the world, such as a walk through the park in autumn to explore the falling leaves. The outdoor area is currently being developed to enhance this area of learning. Children are taught about dressing appropriately for outdoor play, for example, they know to put wellington boots and coat on when it is wet and cold outdoors. Children undertake a 'be healthy' questionnaire about physical activities undertaken at home and at nursery, meaning they are developing their understanding of what it means to be healthy. There is a clear policy and procedure in place regarding the prevention of infectious diseases. As part of this there are effective nappy changing procedures. Disposable gloves and aprons are used for each nappy change and this is recorded.

The staff are good at supporting children's learning. They have created a warm, welcoming environment. Staff consistently praise children, enabling them to feel valued and develop good attitudes to learning. This has resulted in good relationships between children and staff. Children's behaviour is good. They demonstrate interest and enthusiasm for learning. Staff interact well with children, demonstrating good modelling in promoting language development, for example, using comparative mathematical language in tower building and matching. The displays on walls support and reinforce this learning for example towers from around the world. Staff extend children's learning very well. A child playing in the

garage is provided with a cardboard box to create a ramp. Children are supported to progress their own interests. Children are particularly intrigued by fairies. This leads to exploring the environment for fairies, painting pictures, role play, and writing a letter.

Staff observe children regularly and consequently they are making good progress in relation to their starting points. Planning covers all areas of learning. Staff use observation and assessment well to continuously move children on in their learning. Assessments and observations about children who also attend other settings are shared to enable continuity of learning and care. The development of skills for the future is well supported. Children willingly share and cooperate when using equipment, following routines, and taking turns appropriately in games. Information and communication technology equipment is freely available to children, for example, computers, calculators and play digital phones. Resources support development of understanding of the world and positive images of diversity. Children behave well in the setting because the staff give clear explanations and set appropriate boundaries. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the nursery makes effective use of books and activities to introduce new ideas and promote diversity.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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