

Heron Day Nursery

St. Johns Centre, Brick Kiln Lane, WIGAN, Lancashire, WN1 1XH

Inspection date	18/04/2013
Previous inspection date	07/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a good knowledge of the children. They use this to help plan appropriate activities to support and challenge each child.
- Children are well-protected because management and staff place a high priority on children's welfare and safety.
- The key person system is firmly embedded and children feel safe and secure. Partnerships with parents, carers and other professionals are strong and, as a result, children make good progress in their learning and development.
- Children develop good independence skills, preparing them well for the next stage of their learning.

It is not yet outstanding because

- The environment does not fully support children's understanding of mathematical language, for example, words describing shape, time, length and pattern.
- There is scope to develop the use of the outdoor environment to provide activities to extend all areas of learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the provider and manager during the inspection.
- The inspector observed activities and children both indoors and outdoors.
- The inspector looked at relevant documents including staff files, children's records and planning.
- The inspector carried out a joint observation in the baby room with one of the managers.

Inspector

Sandra Harwood

Full Report

Information about the setting

Heron Day Nursery was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in self-contained premises in the town centre area of Wigan, and is owned by a private individual. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is a fully enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications, ranging from level 2 through to level 6.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 65 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery also offers before and after school care and holiday care.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the opportunities for children to use more mathematical language, for example, by demonstrating the language for shape, position and measure in discussions and by using number language, such as 'lots' and 'hundreds', to increase children's understanding, awareness and recognition of number, shape, space and measure

- enhance the use of the outside area to offer play opportunities that support all areas of learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The setting provides a stimulating and vibrant environment for children. Staff make good use of the large variety of resources to promote children's all-round learning. Children have space to enjoy their play and become active, motivated learners as they explore the resources and equipment. Staff are skilful practitioners, who have a good knowledge of the learning requirements of the Early Years Foundation Stage and how children learn. Good record keeping and the tracking of children's developmental progress is in place for

each individual child. Regular and precise assessments are in place and include all those involved in children's learning processes, such as parents. This includes the progress check at age two. Children's next steps are identified, and implemented during freely chosen play and group times.

Children's independence and confidence are among the areas pre-school staff focus on developing, to enable children to benefit from a smooth transition to school. They encourage children to dress themselves and take care of their personal hygiene needs; this means they have a good base for their next stage in learning.

All rooms are well-organised with clearly defined areas, such as, construction, water and book corners. Children can sit and relax, read, or chat with friends in the cosy area. Babies have space to explore; 'islands' of natural materials encourage them to explore a range of textures and utensils. Pre-school children engage in a range of activities which include the exploration of small animals in mushy peas, which helps to support their understanding of textures. Toddlers have a low tray where they explore a range of textured paper and staff support this as they talk to the children about how it looks and feels. For example, they use words like 'shiny' and 'smooth' and this helps to develop children's communication and language skills. Across the age ranges, children have continuous opportunities to practice their skills as they make marks with a range of materials. This helps to support their early writing skills. Pre-school children plan holidays in the role play 'travel agents', and brochures, posters and forms for passports all support children's understanding that print carries meaning.

Although staff encourage children's counting skills across the age ranges, there is room to extend the use of mathematical language. Children are using their imagination across the setting, for example, a group of pre-school boys sit in the home corner and talk on the telephone to each other, as they discuss their game and make decisions about the course of events. Toddlers use their knowledge about hairdressing as they role play this and comb the visitors hair. These instances show that children are developing an awareness of others.

Staff follow children's lead as they support children in their chosen activity. Staff offer additional paper but respect children's choice not to use this. Toddlers show concentration as they watch glue drip from the spreader. Outside children engage in a range of physical activities using wheeled toys, crossing bridges by jumping or walking and digging in the garden area. Some children choose to use the large shuttlecock and bat to practise their skills and laugh as the wind lifts it away. However, there is further scope to develop the outside area to extend learning across all areas of learning.

The contribution of the early years provision to the well-being of children

An effective key person system is in place and helps to ensure that children can form close emotional attachments. Babies receive plenty of cuddles and good eye contact with staff. This helps them develop a sense of security and well-being. For example, two babies enjoy playing with the buggies and are starting to interact with each other. One child bumps bottoms on the door and laughs at the noise. Another child watches for a while

before copying the first child's actions and bumps the door they laugh together before moving on. Toddlers are supported to play alongside their peers and develop social skills, such as sharing and turn taking.

Behaviour is generally good within the setting. Staff support positive behaviour through praise and verbal encouragement. They discuss the impact of any inappropriate behaviour on others, which support children to play safely and fairly with their peers. For example, when a child pulls at a hat another child is wearing; staff explains that it may hurt his friend. Staff supports the child through looking for another hat together. Social skills are developing because staff act as good role models, for example, they sit together to share meals. Children are encouraged to clear their own plates and good manners are used for the most time, unprompted.

Children are developing a good understanding of the importance of a healthy lifestyle. They have a range of healthy snacks and meals freshly prepared in the setting. Displays show a range of fruit and vegetables which the children have made, and discussion with visitors about likes and dislikes of food, show they are developing a good awareness. The layout of the building does not allow for free-flow play, however, children across the setting access outside play regularly throughout the day, local outings to the park further support their understanding of exercise and being healthy.

Children's safety is given priority within the setting. Fire drills are practised with the children to ensure they have an understanding of evacuation procedures. Children in the pre-school know to walk within the setting because it is one of the golden rules they learn. Children display a growing awareness about how actions affect other people. This is because staff supervise well and give clear explanations about keeping themselves and others safe.

Comprehensive information is gathered from parents as children and parents attend settling-in visits. The staff work with parents to ensure that they are happy and ready to leave their children. This means that children's emotional well-being is assured as they make the transition from home to setting.

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

Staff have a very good understanding of child protection and how to safeguard the children. They are aware of the procedures to follow with regards to recording and reporting any concerns relating to children's safety. A comprehensive safeguarding policy is in place and this has clear information on procedures to follow and has all required contact details. Clear policies and procedures demonstrate the setting's commitment towards the welfare of children in the setting. This includes a separate policy regarding the use of cameras and mobile phones. Supervision of children is good within the indoor and outdoor areas and staff work well together to ensure ratios are met. Security systems ensure that no unauthorised people can enter the setting. For example, there is a thumb recognition entry system and all visitors to the setting show their identification and sign in and out.

Written risk assessments and daily checks identify possible hazards to children's on going safety. For example, a concern was raised recently over the perimeter gate being open. This has been appropriately addressed. Staff put a temporary barrier in place and ensured that this was monitored by a staff member. Repairs to the gate were organised and, on the day of inspection, were carried out to ensure the gate now bolts firmly top and bottom. This ensures children's welfare and safety.

Robust procedures are in place for vetting, recruitment and appraisal of staff by the manager. These procedures are in addition to regular supervision and peer monitoring of practice. The manager and staff discuss practice, training and further ways to improve, building upon their good knowledge and experience. The management team consistently and continually evaluates the educational activities and care practices of the setting, in order to improve the quality of what they offer. They attend additional courses to ensure they keep their very good understanding of early years practice up-to-date; for example, staff have attended 'Every Child a Talker' to develop children's communication and language.

Partnership with parents is successful. Staff are very welcoming and friendly when parents arrive with their children and have a verbal update to discuss children's needs. For families who have English as an additional language, translations are made of the paperwork they are required to sign. Staff also work with parents to gather key words to help support children in the setting. The parents, staff and other professionals work well together. Regular meetings and programmes implemented in the setting support children's individual needs. Parents hold meetings with their child's key person to discuss the transition to school. Links with local schools and good exchange of information through transition forms support children as they move on to school. Parents spoken to on the day speak highly of the staff and of the 'way they are with the children'. Feedback from questionnaires supports these comments. Self-evaluation is established and used to identify areas for improvement. The setting also has support from the local authority and uses information from this, staff meetings and parents to continually evaluate the setting and make improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY358603
Local authority	Wigan
Inspection number	913162
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	118
Number of children on roll	65
Name of provider	Heron Day Nursery Limited
Date of previous inspection	07/11/2011
Telephone number	01942202198

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

