

Heathland School and Nursery

Heathland College, Sandy Lane, Accrington, Lancashire, BB5 2AN

Inspection date

Previous inspection date

14/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Teaching is good overall, with some elements being excellent. Accurate observations and assessments of children's progress are used to plan activities that enable children to make good progress given their starting points and capabilities.
- Children are kept safe in the nursery and behaviour is good because children benefit from consistent explanations and staff provide them with positive role models.
- Links with parents and a variety of agencies are strong. Relevant information is shared and children's individual needs are supported and met very well. This means that all children are fully included and have a positive attitude towards learning.
- Leadership and management is very good. Both the manager and the deputy are passionate about the staffs' work with the children. As a result, the staff team work effectively together to ensure that children receive a good quality early years experience and are well safeguarded.

It is not yet outstanding because

- There is scope to disseminate the very good teaching skills observed from most staff to ensure all staff make the most of all opportunities to extend children's learning through high quality, timely interactions.
- Occasionally, children have fewer opportunities to lead their own play to even further enhance their very good learning experiences.

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 had a tour of the setting with managers.
- The inspector took account of the views of parents on the day of the inspection.
The inspector looked at various documents, including policies, procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.
- The inspector held discussions with management throughout the inspection.
- The inspector held discussions with key persons and other staff.

Inspector

Linda Shore

Full report

Information about the setting

Heathland School and Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Accrington, Lancashire and is privately owned. The nursery serves the local area and is accessible to all children. The nursery has been previously inspected as part of a joint inspection with the school. It operates from two buildings in the grounds of the main school and has access to other school facilities. There are enclosed areas available for outdoor play.

The nursery employs 24 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3, 4 and 5. The nursery opens Monday to Friday for 49 weeks of the year from 8am until 6pm. Children attend for a variety of sessions. There are currently 108 children attending, all of whom are in the early years age group. The nursery supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- cascade the very good teaching skills in the nursery, so that all staff use consistently high quality interactions to extend the learning opportunities for all children
- allow even more time around the daily routines for children to lead their own play to keep them highly motivated to learn through curiosity and investigation.

Inspection judgements

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

Teaching is good overall across the nursery, with some excellent elements. Staff have high expectations of the children. The manager and most staff recognise that children learn through play and that timely interactions are key to extending children's learning. However, there is scope to disseminate the excellent teaching skills demonstrated by these staff members to all staff, so that children are even further supported in their learning to the highest level. For example, although, speech and language is well supported across the nursery, occasionally, some staff do not seize every opportunity to share children's individual learning during group time. For instance, by reinforcing letter and sound to the whole group when children confidently identify the letter their name starts with. Staff use initial observations when children start at the nursery, alongside information obtained from parents on 'All about me' forms, as a clear starting point on which to build children's learning. Planning is effective in providing a broad range of

interesting daily activities based on children's individual learning needs and covers all seven areas of learning in depth. The key people use accurate observations and tracking of children's development to ensure they are working well towards the early learning goals in their preparation for starting school. Summaries of children's progress, such as the progress check at age two years, include the knowledge parents share of their children's achievements.

Staff play with babies at their level and give them good opportunities to explore the toys and resources available. Babies laugh as staff tickle and babble with them. This supports an understanding of feelings. They begin to explore and investigate by pushing buttons on a cause-and-effect toy. Older babies are supported in their first words by staff using single words and repeating words, which the babies say. As a result, children's communication and language is progressing well. Children show increasing control of their body as they experiment with different ways of moving. For example, when playing 'musical shapes' they run and jump onto mats. This supports physical development. Musical instruments are used to encourage rhythm and beat as children sing favourite songs. Further adult-led and adult-initiated activities engage the children's development needs and support their learning well. For instance, mathematical concepts are explored as children use books and dinosaur figures to match characteristics. They discover how many spikes are on the back of some dinosaurs and count how many figures they have. Children's listening skills are honed as children concentrate and try to identify which animal is making the sounds on the tape. However, occasionally the combination of the daily routines and adult-led experiences leaves less time for children to pursue their own learning through their self-chosen activities.

Children with special educational needs and/or disabilities are particularly well supported and develop trusting relationships with their key person and all staff. Adults engage them in very carefully planned activities and effective, targeted strategies, which develop their skills and confidence. Staff work closely with parents and a range of health professionals, so that children's needs are fully met and they are included in all the activities. Parents receive clear and regular information about their children's progress and development and very good systems are in place, which support them to be involved in their children's learning. For example, parents and carers are invited to meet with their child's key person to discuss their progress, next steps in learning and ideas of how they can extend their learning at home.

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

Children and their families are warmly welcomed into the calm, nurturing environment. As a result, relationships between staff and families are very good. Children are happy and settled within the nursery. They have formed secure attachments to skilful staff and are developing relationships with their peers. This is facilitated through an effective key person system, which allows children and families to develop these attachments and relationships further. This also contributes to their positive emotional well-being. Parents are provided with valuable information about their individual key person and the role the key person will play in their child's learning journey. Settling-in sessions are flexible to suit the individual needs of children and their families. Parents are encouraged to take up a

gradual settling-in period for children, which equally supports them in the separation process. Staff gather a good range of useful information from parents about their children during this period. This enables them to get to know children and their families at the start of the placement. As a result, children make smooth transitions between home and the nursery. Children can see examples of their work and photographic displays provided by parents on the walls and this gives them a sense of belonging.

Children of all ages demonstrate good levels of confidence and self-esteem and their behaviour is good. Children are mindful of other children having their turn to speak in circle time and staff are good role models as they treat each other and all children with respect and patience and provide consistent messages about right and wrong. Children learn to use the toilet independently and they know they need to wash their hands after using the toilet, in order to prevent the spread of infection. There are opportunities for children to learn how to be more independent, especially in enhancing the time that children have to pursue their own learning and interests. Older children are developing some self-care skills as they begin to manage their own personal needs, for example, by putting coats on independently. Younger children are supported in these tasks by staff, who gently encourage and guide them as they learn to do things for themselves. Children are very well nourished because they are provided with a good variety of nutritious, home-cooked meals at lunchtime and a choice of fruit and breadsticks at morning snack time. Some parents choose to provide a packed lunch for children, thereby, meeting the dietary needs of their own children. The nursery supports a healthy eating ethos, which all parents are aware of and are encouraged to adhere to when providing their children's lunch. Staff are very clear about children's allergies or food preferences, which ensures all children's medical and cultural needs are respected and met. Mealtimes are social occasions as children sit together and chat to their friends. Staff use this opportunity to encourage good manners. Children's independence is actively encouraged as they learn to help themselves to cutlery and freely access their drinks from the 'independence station'. Children's good health and their understanding of the importance of a healthy lifestyle are further promoted as children access outdoor areas for play and exploration on a daily basis. For example, they go on safari, build homes for the fairies from sticks in the natural garden areas and play energetic games on the school field. This means that children benefit from fresh air and exercise and learn through the sensory experiences of playing in various weather conditions.

Children are supervised well at all times and this keeps them safe within the nursery. The good behaviour helps keep children safe as they pay attention when reminded to be careful of each other during very active play. The security of the premises also promotes the safety of children. For example, there is an effective entry process that ensures unfamiliar people are kept out of the nursery and experienced staff answer the door. The stimulating indoor environment is welcoming for children, with resources easily accessible. This promotes their independence and means that they sustain their play activities for a period of time. For example, toddlers access the construction toys and remain interested in building and knocking down the bricks. Transitions between rooms and to other settings, such as school, are managed well. This is because children and their families are gradually introduced to their new room and to their key person. A transition document further supports continuity of care. In addition, older children make successful transitions to other childcare provisions because staff establish links with future teachers. Staff

complete transition documents, which provide information about the children's learning and development achievements during their time with them.

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

The team work very well together and are supportive of one another. All staff have attended training to enhance their safeguarding knowledge and practice, which enables them to implement the safeguarding policy effectively. Safeguarding is high on the agenda at team meetings. The manager is the named designated person responsible for overseeing this area and to ensure all necessary safeguarding procedures are followed by staff and the documentation is in place, read and understood to protect children's welfare. The manager or deputy monitors children's learning and development files to ensure they are accurate, up to date and are being effectively used to assess children's progress and to identify their next steps for learning. Clear recruitment, vetting and induction procedures are in place, ensuring children are cared for by qualified, suitable staff. The manager understands that staff have not been cleared as suitable should not be left alone with any children. The manager and deputy conduct regular and thorough appraisals and supervisions on all staff. Team meetings are held regularly for staff to share good practice and new ideas.

The manager has a training matrix that gathers information regarding staffs' knowledge and skills and this clearly identifies relevant training. She is highly supportive of staff gaining higher qualifications and as a result, she demonstrates a passion and dedication to improving outcomes for children. Children are effectively safeguarded through staff implementing the setting's clear policies and procedures, such as behaviour management and the use of mobile telephones and cameras in the nursery. Risk assessments are conducted to ensure all areas used by children are safe and secure. Daily checks to all areas of the nursery, further helps to protect children's welfare. The management and staff are committed to improving the quality of the nursery and plans for the future focus on the development of the learning environment. Each room has its own development plan to ensure improvements are finely tuned to the needs of the children. For example, the introduction of a wider variety of resources and the continued development of the outdoor area is providing children with constantly evolving opportunities. The working relationship with the local authority is ongoing and management follow advice appropriately to improve practice and as a result, they have recently achieved a quality award.

Partnerships with parents and professionals is a strength for the setting. Staff are friendly and chat openly with parents as they share information and make time to ensure that they have the opportunity to discuss any needs and go through children's record of achievement. This means that parents are well informed about the learning and development needs of the children and learning is successfully supported and extended at home. Parents are highly complimentary about the nursery staff and refer to their friendliness and the fact they 'always go the extra mile' to provide support and guidance. The manager understands the importance of sharing information with other early years providers with whom they share the care of children. The setting communicates with other

professionals and attends meetings to support children with special educational needs and/or disabilities. As a result of these strong partnerships, children have a consistent approach to teaching that supports their development and contributes to the good progress they make.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY287706
Local authority	Lancashire
Inspection number	856311
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	116
Number of children on roll	108
Name of provider	Heathland College Ltd
Date of previous inspection	not applicable
Telephone number	01254 234284

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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.

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