

# Heaton Dene Nursery

Heaton Dene Farm, Chorley Road, Westhoughton, Bolton, Lancashire, BL5 3NJ

## Inspection date

13/08/2014

Previous inspection date

24/09/2009

## The quality and standards of the early years provision

**This inspection:**

3

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	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- The quality of teaching is good. The staff are well experienced and have a good understanding of how children learn. They plan activities that are interesting and offer realistic challenges. As a result, children are motivated to learn and explore.
- Children make good progress in their learning given their starting points. The staff make observations and assessments of their progress as they play. They identify their next steps and where children require additional support.
- Children form strong bonds with key persons who support their emotional needs well. Consequently, children feel secure to explore the environment and play.
- Staff have a good knowledge and understanding of how to safeguard children. They are clear about how to respond should they be concerned about the welfare of a child.
- Partnerships with parents are effective. As a result, children's care needs are appropriately met and parents speak positively about the care and education their children receive.

### It is not yet good because

- Safety procedures for young babies who are sleeping are not always fully embedded into practice to ensure that they are frequently checked or monitored.
- Lunchtime is not always sufficiently well organised to keep children actively engaged in 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 toured the premises.
- The inspector observed teaching and learning activities in all playrooms and the outdoors, including the School's Out provision.
- The inspector looked at children's assessment records and the planning documentation for all age groups.
- The inspector checked evidence of the suitability and qualifications of all staff working with children.
- The inspector reviewed a selection of documentation related to children's learning and welfare and the provider's plans for self-evaluation and improvement.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## Inspector

Joanne Parrington

## Full report

### Information about the setting

Heaton Dene Nursery opened in 1994. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from a large, detached, converted barn, located on the border of Westhoughton and Blackrod, Greater Manchester. The nursery has four age-designated rooms with direct access to an enclosed outdoor play area. The nursery also has shared access to a large hall and another large playroom. The nursery serves the local area and the wider community and is accessible to all children. It operates Monday to Friday, between the hours of 7.30am and 6pm, for 51 weeks per year. The nursery also provides out of school provision, offering wrap-around care during term time and full day care during the school holidays for children aged five to eight years. School's Out is based in a self-contained unit and has use of the large hall and another large playroom when they are not being used by the nursery. Children attend for a variety of sessions. There are currently 110 children attending who are all within the early years age range, and 66 children attending the out of school provision. The nursery provides funded early education for three- and four-year-old children. The nursery supports a small number of children with special educational needs and/or disabilities. There is a total of 37 staff employed, of whom 32 are childcare staff. Of these, 27 hold relevant childcare qualification at level 2 or above including one with Early Years Teacher Status. The nursery also employs five domestic staff, including a full-time cook and cleaner. The nursery is a member of the National Day Nursery Association and receives support from Bolton Early Years network. The nursery have achieved a National Day Nurseries award at Level 3.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the procedure for the regular monitoring of sleeping babies is embedded in practice so that they are frequently checked and monitored to support their safety and well-being.

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

- review the lunchtime arrangements for children particularly in pre-school, to ensure best use is made of time, in order to keep children actively engaged in learning.

### Inspection judgements

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

Staff have a good knowledge and understanding of the requirements of the Early Years Foundation Stage and provide an environment where children are able to independently choose from a good selection of toys and resources. Children make good progress in all aspects of their learning and development, given their starting points. Staff are well qualified with many years' experience. Staff demonstrate this well, by delivering strong and consistent teaching across the nursery and in the School's Out club. Activities are tailored for each individual child and cover the seven areas of learning. Staff plan age-appropriate activities that offer children achievable challenges. Conversations with children throughout the nursery are good and staff adapt their interactions to meet individual needs. For example, staff use shorter sentences with the younger children, in order to support their developing vocabulary. Many of the older children have been attending the nursery for many years and thoroughly enjoy their time in the nursery as they learn to socialise and make solid friendships. They use all areas, indoors and outside, as they explore, investigate and discover the world around them. Pre-school children discuss with staff the windy weather outside and ask if they can make kites to fly in the garden. Staff are proactive in asking the children what materials they will need. Children delight in gathering their materials and set about making their creations. Once the kites are ready, there is much laughter and enthusiasm from the children and the staff as they run up and down the large field, urging the kites to fly. As a result, children gain confidence in expressing themselves creatively and learn how to design and make things using a variety of media and materials.

Staff caring for children under two years place high focus on promoting children's development in the prime areas of learning. They have a sound understanding that these areas are the basis for successful learning in the future. The planning of activities for the younger children is effective. Staff plan from day to day, reviewing and evaluating the child's last session. As a result, younger children's experiences are tailored to their individual development needs. Babies engage in exploratory play using a variety of objects. For example, staff provide treasure baskets containing things of interests to the children. One basket contains a variety of wooden objects with different textures. Staff sit with the babies and together they handle and investigate the objects. Staff use describing words, such as smooth, prickly, big and little. This helps babies to learn single words and broadens the vocabulary they have heard. Children attending the School's Out club thoroughly enjoy their time at the club and the outdoor adventures they have. They have access to a variety of equipment both indoors and outside. The children are involved in planning activities and are given responsibility for recording their adventures in their journals. Children who have a special educational need and/or disabilities are supported by a designated special educational needs coordinator, access to a range of multi-agency professionals offering targeted support, and good partnership working with parents. In addition, staff write individual development plans, which also help to meet children's developmental needs.

Partnerships with parents are strong. Staff form secure relationships with parents and value their contributions. Parents are given opportunities to engage in their children's development and in the nursery as a whole. Parents have access to a secure online system, where they can access their child's learning journal, view observations, photographs and add any comments of their own. Parents share information about children's achievements at home through completing postcards electronically. These are

then shared with the children's friends during circle time or small-group time. This system ensures parents are kept regularly up-to-date with their child's progress and are fully involved in their learning. Additionally, parents contribute to the undertaking of baseline assessments and the progress check for children between the ages of two and three years. Parents have opportunities to get together with the provider and manager during their parent forum meetings. These are very productive and have resulted in the nursery offering parent workshops on subjects that they feel they need further support in. For example, they have recently taken part in a workshop called fun with phonics. Parents speak highly of the nursery and comment that they are pleased with the good progress their children make in their learning. They feel that their children are well prepared for school and form strong and beneficial attachments with staff.

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

Children and their families are warmly welcomed into this very friendly nursery. As the children arrive they immediately settle and confidently begin to explore the range of activities on offer. As a result, children develop secure attachments to their key person and other staff members and demonstrate that they feel emotionally secure within the environment. The staff have a caring and approachable manner when dealing with the children who are new to the nursery, particularly young babies. Staff place high focus on their emotional well-being, creating a calm, welcoming and nurturing environment. They offer lots of cuddles and encourage the young babies to explore the room, and provide resources they know they have interest in. Children have their own designated peg and named drawer, which they use daily to hang their coats and store the belongings they bring from home. Older children are very confident around visitors and ask visitors questions, such as, 'what's your name?' and 'what are you doing here?' Consequently, children demonstrate that they feel safe and self-assured. The nursery has an effective key-person system in place. Pictures of key groups are displayed in each of the rooms on the parents' notice board. Children and parents are supported when the time comes for the children to move on to the next room within the nursery, or on to school. Pre-school staff provide additional resources to help children to prepare for the changes ahead. For example, books are placed in the book area and uniforms are placed in the role-play area. Additionally, staff complete end-of-year assessments, detailing current development levels, likes and dislikes. These are shared with the teachers when they come into the nursery to meet the children for the first time. This sharing of information allows teachers to continue to plan for children's learning.

Children learn to keep themselves healthy through daily routines, such as washing their hands before snacks and meals and when they return from their outdoor adventures. Staff talk to children about the importance of washing their hands to make sure they are clean before they eat their lunch, making sure there are no germs. Dietary needs and preferences are discussed with parents and are adhered to carefully to maintain children's health and well-being. Meal times are sociable occasions where the children sit together with staff. Staff talk to children about what they are eating and ask them what they like best. This allows staff to gain an understanding of children's likes and dislikes. Children independently enjoy tucking into their healthy, well-balanced cooked lunch and confidently use their cutlery. However, lunchtime preparations are not well organised. Pre-school

children take turns to be lunch monitors, but, in the meantime, the other children sit and wait with nothing to do. Consequently, they are not meaningfully engaged and quickly become distracted. Staff are then distracted and miss opportunities to support the lunch monitors in extending their learning. For example, through counting the cups and plates or discussing the cutlery needed.

Children have access to the outdoors and are encouraged to spend much of their sessions in the extensive outdoor environment. Children are able to take some calculated risks in their play as they negotiate the large climbing frame and slide down the fireman's pole. This helps them to understand dangers in the environment and their individual limitations. Staff are positive role models and deal with children's behaviour accordingly. On the rare occasion, staff do have to intervene they get down to children's level and talk to them calmly, explaining the importance of being kind to their friends. Staff use praise and encouragement and value the achievements that are made, therefore, promoting children's confidence and self-esteem. The staff model courteous language, such as, 'please' and 'thank you' so children learn from their example.

The procedure for monitoring sleeping babies is not robust because they are not regularly checked by staff. Staff rely on a camera and sound equipment to alert them to any concerns, but staff are easily diverted from this by the needs of other children. In addition the sound is muffled and confusing as it also picks up noise from outside. Although the manager reminds staff about monitoring sleeping children more frequently the inspector observed that this was not the case. However, the manager was quick to draw this to the attention of the staff during the inspection and immediate changes were enforced to ensure that babies were checked, physically and through the use of the camera, at regular intervals.

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

Staff have a good knowledge of safeguarding procedures. Staff are aware of the safeguarding policy and the procedures to follow should they have a safeguarding concern, or be concerned about a child's welfare. Safeguarding training is undertaken by all staff. On the whole, staff supervise children well. Consequently, children are mostly well protected. However, during the inspection it was observed that the procedure for monitoring sleeping babies was not robust. This impacts on their safety. Nevertheless, the manager was quick to take action once this was identified, minimising the risk to the babies. Procedures regarding the use of mobile phones and cameras in the setting are clear and are implemented effectively to keep children safe. Robust, safer recruitment and selection procedures are followed to help check that new staff are suitable for their roles. In line with the nursery's safeguarding policy, staff are asked to complete a declaration of their ongoing suitability every 12 months and complete a full suitability check every three years. Staff induction processes are in place and staff are further supported through appraisals and supervisions to improve their practice. All staff have paediatric first-aid training and are confident in dealing with issues that may arise.

The management team and staff have a good understanding of their responsibilities in meeting the learning and development requirements. Teaching is good and ensures that children's learning and development is given high priority. Staff are well qualified with a wide range of experience and as a team, they consistently plan for and review children's learning. The management team monitors the staff's assessment of the progress children make across all areas of learning and analyses the data to identify any areas of learning where children may have gaps. This enables them to identify any possible further training needs for staff and to ensure any identified gaps in children's learning are speedily addressed. This contributes to the nursery's ongoing commitment to further improvement and to providing the best outcomes for all children. The quality of teaching is monitored effectively through direct observations, reviewing the outcome and setting performance targets for staff members. Staff carry out peer observations. These are honest and critical reflections of staff practice, which help to raise the quality of practice.

The management team has a strong commitment to further developing the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the nursery's practices and procedures. They work closely with the staff, parents and the children to maintain continuous improvement. The nursery gathers views through direct conversations, the parents' forum, questionnaires, staff meetings and through talking to the children, promoting a collaborative approach to driving improvement. Parents speak highly of the staff and note that their children really enjoy their play. The nursery is well established within the community and builds effective, positive partnerships with other professionals and agencies to identify and meet children's individual needs. This includes links with other settings and with local schools children will be attending in later years, in order to support children and their families during times of change.

### **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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	316019
<b>Local authority</b>	Bolton
<b>Inspection number</b>	868338
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	96
<b>Number of children on roll</b>	176
<b>Name of provider</b>	Jean Gittins
<b>Date of previous inspection</b>	24/09/2009
<b>Telephone number</b>	01942 813 844

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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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