

Haltwhistle Little Star

Woodhead Lane, Haltwhistle, Northumberland, NE49 9DP



Inspection date

6 May 2015

Previous inspection date

7 August 2009

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

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff use good questioning techniques to support and challenge children. Consequently, children are making good progress, given their individual starting points and abilities.
- The well-embedded key-person system helps all children to form secure emotional attachments, as staff skilfully support them in their play. Consequently, children are very well prepared for their move, both across the nursery and into school.
- Children are protected from harm because the management and staff understand, and effectively meet, all the safeguarding and welfare requirements.
- Partnerships with parents, other professionals and the settings children attend, are strong. They play a key part in how staff plan strategies and interventions to support children's unique individual needs.
- The management team are passionate about the nursery and demonstrate a constant drive to improve outcomes for children. They provide a strong leadership for an effective team of highly qualified and enthusiastic staff members.

It is not yet outstanding because:

- Opportunities to enrich children's experiences, by using real household objects and natural materials in the home corner, are not used to maximum effect.
- Mealtime routines are variable and, at times, children's independence is less supported through everyday opportunities, to further promote their self-help skills.

What the setting needs to do to improve further

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

- enrich children's creativity and imagination, for example, by adding real household objects and natural materials into the home corner
- enhance children's independent skills during all mealtimes to ensure continuity of self-help skills.

Inspection activities

- The inspector completed a tour of the premises.
- The inspector observed children playing in the baby room, toddler room, pre-school room and outside.
- The inspector held discussions with the manager, staff and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents who were spoken to on the day of the inspection, and from information included in the nursery's own parent survey.
- The inspector looked at children's assessment records, planning documentation and systems for the monitoring of children's progress.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the policies and procedures for the nursery and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use their good knowledge of the Early Years Foundation Stage to plan a wide range of exciting learning opportunities for children. These meet their interest, therefore, children are motivated, inquisitive and enthusiastic to learn. The communication skills of children are well supported. Staff model good language and effectively introduce new vocabulary and words. Children practise early writing skills, counting, letters and sounds. Staff provide daily opportunities for children to participate in group activities. This helps children learn to sit and listen carefully, and to play cooperatively, which is good preparation for their future learning. Children enjoy sensory experiences while playing with different textured materials, such as oats in the sand tray. They receive lots of praise and encouragement to celebrate their efforts. Consequently, children begin to feel more confident to explore and try new things.

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

Children play in an inclusive learning environment. However, their independence is not consistently promoted, especially during their routines. During snack times, children are more restless, as there are fewer opportunities to help themselves. However, at lunchtime, children are given more responsibility to help and be independent. They set the table, serve themselves and tidy away afterwards. Children manage their personal hygiene well and know that they need to wash their hands before eating. The outdoor play area provides excellent opportunities for fresh air and exercise. Children practise their balancing and climbing skills, push and ride wheeled toys, climb steps and use a slide. The indoor environment is stimulating and inviting, however, there are opportunities to enrich some play areas, such as the home corner, with real household objects and natural materials children see at home. Staff are efficient in supporting children's social skills. Children learn to share, take turns and be kind to each other. Challenging behaviour is dealt with sensitively, so that children realise the consequences of their actions.

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

The management and staff team demonstrate a good understanding of their responsibilities to safeguard children. They implement a range of policies and procedures to support the efficient operation of the nursery. Supervision systems are in place to support staff's ongoing professional development and good practice. Staff are highly qualified, and use training and evaluation of the nursery provision effectively, to make improvements. This has a positive impact on children's learning. The observation, assessment and tracking of children's progress are good and shows clearly how well all children are progressing, in relation to their starting points. There are good partnerships in place with parents, other settings and other professionals. These partnerships support children well, as information about their individual needs is regularly shared. Staff work closely with receiving schools to ensure that children are prepared well for their future move.

Setting details

Unique reference number	EY278887
Local authority	Northumberland
Inspection number	856200
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	118
Name of provider	Haltwhistle Little-Star Pre-School Ltd
Date of previous inspection	7 August 2009
Telephone number	01434 322233

Haltwhistle Little Star was registered in 2004. The nursery is open each weekday from 7.30am to 6pm, for 50 weeks of the year. The nursery receives funding for the provision of free early education two-, three- and four-year-old children. In total, nine staff work at the nursery, eight of whom hold relevant qualifications, including both managers who hold Early Years Professional status.

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