

Heaton Dene Nursery

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



Inspection date

18 June 2015

Previous inspection date

13 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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		Outstanding	1
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

- Since the last inspection, the provider and leadership team have reflected well, made changes and improved the way they check the provision. Their strong drive to improve is significantly reversing the previous dip in quality.
- Teaching is good. Staff make very good use of additional activities the nursery buys in. They are also beginning to use some expert strategies to support children's progress in the prime areas of communication and language, physical development and their personal, social and emotional development. This gives children a strong foundation on which to base additional learning.
- Children develop a keen enjoyment for learning outdoors as they freely explore the nursery's extensive garden and use it well to extend their play and investigations.
- Staff work extremely closely with parents and other professionals. They work seamlessly together to ensure every child gets the support they need. Sometimes they go the extra mile to meet the needs of families who need it most.
- Transitions are uniquely tailored to meet the needs of every child and family. Consequently, children are well supported throughout their time at the nursery, ready for their move to other settings.
- Outstanding care and support for individuals is reflected in children's excellent sense of security, confidence, levels of independence and their impeccable behaviour.

It is not yet outstanding because:

- Although children achieve outstandingly well with their early reading and phonics, these excellent levels of achievement are not consistent across all aspects of literacy.
- Staff do not always make excellent use of information from parents to help them identify learning priorities and check progress from the earliest possible stage.

What the setting needs to do to improve further

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

- make even better use of what parents know about what their child can already do when they start nursery, in order to more precisely identify learning priorities and check how much they progress right from the very start
- expand the focus of teaching early reading skills, such as phonics, to enable children to make excellent progress in all aspects of early reading and literacy.

Inspection activities

- The inspector observed activities in the four main base areas, in additional rooms, the hall and the outdoor area.
- The inspector spoke to members of staff and children. She spoke with two parents and gained the views of others using the nursery's own parent questionnaires.
- The inspector carried out a joint observation with the early years teacher.
- The inspector looked at a sample of children's records, evidence of the suitability of staff working in the provision and a range of other documentation, including assessment data, planning, staff qualifications and training.
- The inspector held meetings with the provider, the early years teacher, the communication champion, and a local adviser.

Inspector

Angela Rowley

Inspection findings

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

Well-qualified staff help children to learn at a good and, in some areas, excellent rate. Where learning is most effective, staff use targeted groups and expertise, which provides challenge for children. For instance, phonics sessions are imaginatively delivered by an external provider and extended by the nursery teacher. Additionally, a specifically trained staff member promotes particular aspects of language development. The focused and imaginative ways that staff use stories and promote letters and sounds, result in children developing some exceptional early reading skills, such as blending letters to make words. However, the chances staff provide to develop other aspects of literacy, such as rhyming and alliteration, are not as strong. Successful organisation of the extensive space and quality equipment encourages children to explore and extend their play and ideas both inside and out. Staff's secure understanding of every child's learning needs and the things that interest them, enhances children's play and learning even further. For example, when children use fabric sheets and pegs to make dens outside, staff introduce dressing-up clothes and narrate, encouraging children to act out a traditional tale.

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

Many long-serving staff use their wealth of experience to provide strong, nurturing care. Settling-in arrangements are tailored specifically to each child and specialised staff training is undertaken to meet complex health needs. Children's health, safety and well-being are central to the provision. They develop very strong emotional attachments and sense of belonging. Such high levels of security give children an excellent base from which they feel safe to take risks and try things out. Consequently, they thrive as they progress through the nursery. Staff's high expectations result in children developing remarkable levels of self-care. From a very early stage, children start to serve themselves at mealtimes and to dress themselves for swimming lessons or outside play. Consistent routines also result in impeccable behaviour and by the time they leave the nursery they have firmly developed the attitudes needed to become confident, independent learners at school.

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

Leaders demonstrate a strong motivation to introduce new ideas to ensure children get the best service they can provide. They have achieved a quality assurance award and they use guidance and training provided by the local authority. As a result, they are beginning to introduce aspects of expertise in teaching and target elements of provision for children that need support the most. The thoroughness of the checks now in place gives leaders a clear view of the quality of teaching and learning. However, checks of children's learning and how much progress they make are slightly hindered because staff do not always make the very best use of information from parents to identify children's levels of development at the earliest possible stage. Otherwise, strong links with parents, local schools and other professionals ensure children's identified needs are well met. Parents comment highly on the levels of support both they and their children receive.

Setting details

Unique reference number	316019
Local authority	Bolton
Inspection number	1010698
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 12
Total number of places	96
Number of children on roll	206
Name of provider	Jean Gittins
Date of previous inspection	13 August 2014
Telephone number	01942 813 844

Heaton Dene Nursery was registered in 1994. It is privately owned. The nursery employs 27 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 or above, including one with an early years degree and one who holds Early Years Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and also provides out of school care.

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