

Heaton Playschool

Guide Headquarters, Opp Markland Hill School, Heaton, Bolton, BL1 6EJ



Inspection date

25 June 2015

Previous inspection date

22 June 2011

| 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 deployment of a new management team has provided fresh ideas, driven improvements and given the setting a clear direction for the future.
- Transitions are well managed, as staff effectively support children's move into the setting and on to school.
- Children develop a strong sense of security in this small and friendly provision, which supports their confidence to explore, discover and play independently.
- Teaching is good. Staff use the daily routines to promote children's learning and development. They use additional experiences very well to promote children's enjoyment in a wide range of opportunities for learning.
- Children behave very well, and with strong support, they develop the attitudes needed for their future move to school.
- Partnerships with parents and other settings are strong. Good communication effectively promotes children's good progress.

It is not yet outstanding because:

- Not all teaching is consistently at the highest level to support children in making rapid progress in their learning.
- Managers do not precisely use the information gained from monitoring children's progress to rapidly narrow any gaps in their learning.

What the setting needs to do to improve further

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

- extend the support and training of the staff team to develop consistently strong teaching across the setting, in order to enable a sustained impact on children's learning and progress
- strengthen the use of information gathered to precisely target and plan interventions to support specific aspects of children's progress and rapidly narrow any gaps in their levels of development.

Inspection activities

- The inspector observed activities in the main hall, conservatory and the outdoor area.
- The inspector spoke to members of staff, children and parents, and gained the views of others, using the setting's own parent questionnaires.
- 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 planning, evidence of activities provided for children, staff qualifications and training.
- The inspector carried out a joint observation of a planned activity and held meetings with the Early Years Professional.

Inspector

Angela Rowley

Inspection findings

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

Staff make very good use of the indoor and outdoor areas, along with additional activities to promote children's communication and language, physical development and their personal, social and emotional development. This gives children a strong foundation on which to base additional learning. Staff use children's interests to encourage them to join in. Consequently, children enjoy playing and learning. Staff extend the possibilities for learning further. For example, they show children how to paint the wheels of scooters and tricycles with water, in order to make lines and patterns. Staff make good use of everyday situations to promote mathematics. Consequently, children use mathematics routinely. The staff team are well supported to assess children's learning consistently and plan how to promote their individual learning needs in weekly activities. However, leaders do not use their wider checks of children's progress to precisely target interventions in specific areas of learning, or to help children at risk of a development delay to catch up more quickly.

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

Staff provide a happy and caring environment, which enhances children's well-being and enjoyment of learning. From the moment children arrive, staff support their understanding of expectations through routines. This helps children learn how to stay safe and healthy. They become accustomed to washing their hands after toileting and before eating. During meal and snack times they learn good manners and self-care skills. They are well supported to open and eat from their lunchboxes and to recycle their waste. They develop their physical skills well as staff provide plenty of opportunities to be physically active. Staff make good use of access to the neighbouring school to help prepare children for their move on to a school environment. Children's behaviour is very good because staff use a range of verbal, aural and visual cues to support their understanding. As a result, children develop responsible attitudes, beneficial to becoming good learners in readiness for school.

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

The manager and Early Years Professional have used their experience and high levels of qualifications to motivate and prioritise improvements and to drive ideas for further development. They supervise staff closely, which ensures consistency in the assessment of children's learning. They are beginning to share some of their expertise, such as promoting communication and behaviour strategies. However, this is not yet embedded securely enough to develop consistently high levels of expertise and teaching across the whole of the team. Leaders use the views of parents well to enhance the provision for children. Staff recruitment procedures are strong and most attend regular external and essential training, such as first aid and safeguarding, which have a positive impact on children's care and learning.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | 315941 |
| Local authority | Bolton |
| Inspection number | 868330 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 34 |
| Name of provider | Nila Faulds |
| Date of previous inspection | 22 June 2011 |
| Telephone number | 07932 650 787 |

Heaton Playschool was registered in 1996. It is one of two settings run by a private provider. The setting employs five regular members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. This includes one member of staff with Early Years Professional status. The setting opens from Monday to Friday term time only. Sessions are from 8.15am until 4.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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