

# Heyhouses C of E Nursery School

Clarendon Road North, Lytham St Annes, FY8 3EE



## Inspection date

14 January 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Not applicable	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is outstanding. Staff are highly skilled at tuning in to children's motivations and understanding. They accurately plan the next steps in each child's learning. Children are highly motivated and develop a real thirst for learning.
- The key-person system is exceptionally good. All staff are highly skilled and sensitive in helping children form secure emotional attachments. Children's individual care needs are always met extremely well and their confidence and emotional well-being is effectively supported.
- Highly effective partnership working with parents ensures that parents are fully engaged in their child's learning. This shared approach effectively supports children's learning, development and well-being, both in their own home and nursery school.
- Children have outstanding opportunities to think and learn about staying safe in a wide variety of situations. The teaching about hygiene routines and why some rules are needed to promote their well-being is exceptional.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on the impact for children, which contributes to all children making excellent progress from their starting points.
- The highly experienced staff team works well together, which means the organisation of the nursery school is excellent. They provide a relaxed, fun and homely environment where each child is respected and valued.
- Exceptionally effective partnerships with the local school ensure a seamless move to the school reception class. Local school children are excellent role models. They visit the nursery school daily, and are involved in the young children's learning.

## What the setting needs to do to improve further

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

- devise even more ways to enrich children's love of books and storytelling while outside.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the managers of the nursery school.
- The inspector checked the provider's self-evaluation form, improvement plan and evidence of the suitability and qualifications of staff working with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Jacqueline Midgley

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The dynamic and knowledgeable management team has high expectations of themselves, the children and staff. Managers have an excellent understanding of statutory and other government requirements. Meticulous records and policies are used to promote children's safety and welfare. Regular supervision, observations of practice and professional development lead to high levels of consistency of practice. The arrangements for safeguarding are effective. Robust procedures for rigorously checking the quality of practice drive continuous improvement. This, coupled with the excellent partnerships with parents and other professionals, ensures that children receive a rich and challenging range of activities. This includes vibrant drama sessions and extensive outdoor experiences. A comprehensive system for analysing assessment information means that potential learning needs are promptly recognised and quickly met. Incisive self-evaluation accurately identifies how the nursery school can improve even further. For example, managers want to further improve children's opportunities to explore books while outdoors. Partnership working with other professionals is superb. The manager shares her excellent knowledge and passion with other settings and professionals.

### Quality of teaching, learning and assessment is outstanding

The enthusiastic staff provide children with stability and structure in a purposeful learning environment. They use their impressive knowledge of how children learn and expertise in teaching to provide an outstanding range of learning opportunities. Children initiate many activities themselves, which are successfully supported by staff. Children's mathematical development, critical thinking and vocabulary are significantly enriched as they create towers and rockets using magnetic geometric shapes. Their imagination and learning are extended as they allocate code names to their rocket and describe their journey into space. Children show confidence as they talk about their experiences, ask questions and skilfully use an increasingly wide vocabulary. Planning and assessment are precise, sharply focused on each child's needs, and effectively shared with all staff and parents. Every child makes rapid progress from their starting points.

### Personal development, behaviour and welfare are outstanding

The children enjoy close, supportive relationships with the inspiring staff, who constantly praise children and build their self-esteem. Children form very strong attachments with their key person and are highly motivated and confident. There is an atmosphere of mutual respect and trust, where staff calmly communicate their expectations and children's behaviour is exemplary. Children's independence and sense of responsibility are nurtured superbly throughout the day. They thoroughly enjoy their time at the nursery school and settle in quickly.

### Outcomes for children are outstanding

Children are emotionally and physically well prepared for their next stage in their learning and move on to school. All children are making consistently high rates of progress from their starting points and gaps are narrowing rapidly.

## Setting details

<b>Unique reference number</b>	EY480419
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	988412
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	40
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Heyhouses Church of England Nursery School Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01253 640110

Heyhouses C of E Nursery School was first registered in 1998 and re-registered in 2014, following the building of new premises. The nursery school employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above, including the manager, who has Qualified Teacher and Early Years Professional Status. The nursery school opens from Monday to Friday, term time only. Sessions are from 8am until 5.45pm. The nursery school provides funded early education for two-, three- and four-year-old children.

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