

# Heron Day Nursery

Norley Hall Community Centre, Norley Hall Avenue, Wigan, Lancs, WN5 9LP



<b>Inspection date</b>	23 February 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff use regular assessments to plan and focus on children's individual next steps in learning. All children make good progress from when they start at the nursery.
- Children develop secure attachments with their key person. Staff sensitively support children's emotional well-being using effective strategies to help them settle.
- Children enjoy learning about the world around them and have good access to a variety of technological resources.
- Partnership with parents are successful. Various strategies to engage parents are used to share information and further support children's learning at home. Parents praise the care and learning their children receive.
- The leadership team has a clear drive for improvement. They work closely with local authority advisors to regularly evaluate the strengths and weaknesses in the nursery. They accurately identify and address priorities for improvement.

### It is not yet outstanding because:

- On occasion, staff miss opportunities to support newer children to use resources flexibly and follow their interests fully.
- Staff provide stimulating activities and resources, overall. However, this is not fully consistent between indoors and outdoors, particularly for children who prefer learning outdoors.

## What the setting needs to do to improve further

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

- provide more opportunities for newer children to follow their interests fully and explore resources in their own way
- extend learning opportunities for children consistently across all areas, particularly for children who prefer learning outdoors.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector spoke with some parents, children and staff and took account of their views.
- The inspector looked at children's records and a range of other documentation, including policies, action plans and evidence of staff suitability.
- The inspector held a meeting with the manager and area manager.

### Inspector

Farzana Iqbal

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of safeguarding issues and the procedures they need to follow if they have any concerns about a child's welfare. The management team checks the ongoing suitability of staff and ensures all attend training in child protection. Effective induction programmes and regular supervision meetings help staff to promote children's learning and well-being to a high standard. Precise monitoring of all children's progress helps the manager and staff identify and address any gaps in children's learning, including for different groups of children. Staff use knowledge from their qualifications and have attended specific training to support communication and language skills for younger children. The use of activity bags for two-year-old children actively involves parents to support children's learning at home. The manager and staff have good links with other professionals, to ensure children benefit from shared information and strategies.

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

Staff use opportunities to help children become familiar with mathematical language and new vocabulary. Some of the ways they do this is through comparing the size of sandcastles and counting simple items. One of the ways children learn about colours and shapes is through matching games with staff. Children develop control in their hands and finger muscles and they learn to roll dough, stretch it and shape it. Staff use clear and simple language to encourage children's speech skills and support children learning English. For example, staff repeat words, such as pat, roll and stretch, while they play with dough. Children enjoy sensory play and explore textures, such as foam, sand and natural materials. Staff reinforce children's imagination and recall. For example, they pretend to go on a bear hunt and enjoy playing out the actions of a favourite story.

### Personal development, behaviour and welfare are good

Children learn to manage risks safely. For example, staff explain rules and carry out daily checks to remove any hazards. Children learn about the importance of healthy lifestyles. Parents are given ideas for nutritional packed lunches. Children have opportunities to increase their physical development and staff are deployed effectively, indoors and outdoors, to supervise children's play and to keep them safe. Children demonstrate good behaviour, they follow instructions well and are encouraged to share and take turns with each other. Staff praise children's efforts and increase their self-esteem.

### Outcomes for children are good

All children, including those who receive funded early education, are becoming confident learners and are motivated to engage in play and learning. They develop key skills to help prepare them for their move to school. Children make good progress in their learning. This includes different groups of children, such as those who have English as an additional language and children with additional needs. Staff extend children's vocabulary when they talk about dinosaurs. For example, children know the name for a triceratops. Staff provide a variety of books which stimulates children's interest. This helps to promote their early literacy skills.

## Setting details

<b>Unique reference number</b>	EY477872
<b>Local authority</b>	Wigan
<b>Inspection number</b>	989956
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Heron Day Nursery Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07946376506 or 01942 201904

Heron Day Nursery was registered in 2014. It is situated in the Norley Hall community building in Wigan. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, term time only. Sessions are from 9am until 12.30pm, 12.30pm until 3.30pm and from 9am until 3.30pm. The nursery supports disabled children and those with special educational needs and children with English as an additional language. The nursery provides funded places for two-, three- and four-year-old children.

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