

Hawes Side Nursery

Hawes Side Primary School, Pedders Lane, BLACKPOOL, FY4 3HZ



Inspection date	17 June 2016
Previous inspection date	28 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Managers and leaders aspire to improve. They have made significant changes to their practice and provision since their last inspection. Robust performance management, constructive partnerships and detailed improvement plans are very clearly focused on helping to ensure that children have access to good quality care and learning.
- Children are welcomed into a very calm and relaxed environment. Key persons know their children's needs and respond well. This helps to foster children's emotional well-being so that they form close attachments and feel happy, settled and assured.
- The well-qualified staff team works together very well. They draw upon each other's strengths through opportunities, such as peer observations and staff meetings, to create a diverse team. Staff show commitment to continued improvement, regularly enhancing their knowledge and skills, in order to provide good quality teaching.
- Children are inspired to play, learn and develop in an environment that is appealing and well resourced. The good organisation of daily routines enables children to leave their creations and return to them later, providing time for them to follow their own play themes to extend their skills.
- Partnerships with parents are good. Effective strategies keep parents informed of their children's learning and progress. Termly reviews, homework packs and informative newsletters offer a wide range of opportunities to help parents extend their children's learning at home.

It is not yet outstanding because:

- On occasions, staff do not model language most effectively to help younger children develop their breadth of vocabulary more rapidly.
- Staff do not provide enough opportunities for children to actively learn about their local community.

What the setting needs to do to improve further

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

- model language more precisely and help younger children to develop their breadth of vocabulary more rapidly
- extend the range of opportunities for children to actively learn about their local community.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector observed children in each age range, both indoors and outside.
- The inspector held discussions with the area manager, the manager, a school family support worker, a local authority advisor, the staff and children throughout the inspection.
- The inspector examined a range of documents. This included, evidence of the suitability of staff, a record of staff qualifications and training, policies and procedures, health and safety records, the provider's self-evaluation documents and children's learning files.
- The inspector conducted a joint observation with the manager during a planned activity in the pre-school room.
- The inspector took account of the views from parents spoken to on the day of inspection.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Regular training and informative display boards contribute towards staff having a good understanding of the procedures to follow to protect a child's welfare. Recruitment procedures are robust. Staff are deployed well and respond swiftly to any accidents that occur. Accident records are regularly scrutinised to establish any trends and risk assessments are promptly reviewed to help ensure that any identified risks to children are effectively minimised. Managers and leaders invest in staff. Effective support measures, such as mentors, help new staff to develop confidence and competence in their role before they adopt new responsibilities, such as a key group. Children's progress is monitored at all levels. Effective tracking analysis helps to identify any emerging gaps, which are quickly acted upon. For example, focused training has been sought and areas of play enhanced to quickly close the gaps identified in children's mathematical skills.

Quality of teaching, learning and assessment is good

Staff use observation and assessment well to plan activities that reflect children's needs and interests and help them make good progress. Babies keenly engage in role play and attempt to connect parts of objects that fit together, such as a teapot and lid. Staff promote early relationships. They encourage babies to link up with others to engage in experiences, such as dancing, to help them develop good physical skills. Younger children learn to construct with confidence when using natural materials, such as bamboo tubes. They show competence and control when pouring stones from one tube to another. Staff advance older children's early mathematical skills in preparation for their move on to school. They engage children in meaningful and challenging activities that help them to recognise numerals, count in order and to identify numbers that match.

Personal development, behaviour and welfare are good

Staff act as good role models. They use effective strategies, such as reward boards and Wow slips, to recognise and celebrate good behaviour. This helps all children to adopt a positive ethos towards others. Children show a desire to complete tasks independently, such as when washing their hands and serving their own lunch. Staff provide a good range of activities to promote children's good health. For example, they eagerly engage in their weekly football and gymnastics sessions and learn about the effects that exercise has on their body. Close partnerships with the host school help to ensure children are prepared for their move. For example, children from year six come into the nursery each week to read to children to help them become more familiar with children in school.

Outcomes for children are good

All children make good progress. Babies are confident and assured to explore their environment freely. They show interest in others' play, developing good social skills from an early age. Older children develop great levels of independence. They confidently adopt customs and routines that will become a part of their everyday life at school. Children show interest in one another and are keen to share their experiences. This contributes towards children respecting difference and accepting that everyone is unique. This prepares children well for their next stages in learning, including school.

Setting details

Unique reference number	EY362182
Local authority	Blackpool
Inspection number	1028667
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	52
Number of children on roll	102
Name of registered person	Sarah Louise Sloane
Registered person unique reference number	RP513659
Date of previous inspection	28 June 2013
Telephone number	01253 839397

Hawes Side Nursery was registered in 2007. The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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