

# Heaton Park Nursery

315 Middleton Road, Higher Blackley, Manchester, M24 4GY



## Inspection date

19 July 2017

Previous inspection date

31 August 2016

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

- The enthusiastic and passionate leadership team is committed to continually making improvements. They have worked hard to achieve a good standard since the last inspection. Self-evaluation is used well and helps to make positive changes that improve outcomes for children.
- The nursery has a real homely feel and the environment is welcoming and stimulating. Children are confident, happy and settle quickly. They form close bonds with friendly and caring staff who know them well. Children receive individual care and support which helps them to feel safe and secure.
- The quality of teaching is generally good. The highly qualified staff plan stimulating and exciting activities based on children's interests and learning needs. Children who have special educational needs and/or disabilities are supported extremely well. This contributes towards good progress from their skills and capabilities on entry.
- Parents speak very highly of the nursery staff and facilities. Staff keep them updated with all aspects of children's care and learning. Staff truly value parental input and suggest ways to help parents to support children's learning at home.
- Children develop a good sense of empathy and consideration for others. For example, they participate in fundraising activities throughout the year.

### It is not yet outstanding because:

- Staff do not provide consistent opportunities for children who speak English as an additional language to see, hear and use their home language in their play.
- Occasionally, staff do not fully stretch the mathematical learning of some children who could learn even more.

## What the setting needs to do to improve further

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

- enhance opportunities for children who speak English as an additional language to see, hear and use their home language
- stretch and challenge the mathematical understanding of those children capable of learning even more.

### Inspection activities

- The inspector toured all areas of the nursery. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider, manager and deputy manager and carried out an evaluation of teaching with the deputy manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed the nursery's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

### Inspector

Layla Davies

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders ensure that staff are knowledgeable about how to promote children's welfare and keep them safe. The child protection policy and procedures are robust and are fully understood by all staff. Staff are well supported in their professional development. They have one-to-one meetings with managers to discuss their practice, children's progress and any other issues. Group meetings and peer observations provide opportunities for staff to share their expertise with each other. Training is targeted and has a positive impact on the quality of teaching. Leaders track the progress of individuals and groups of children. Any identified gaps in learning are immediately addressed and appropriate action is swiftly taken. Partnership working with external professionals is excellent. This contributes towards a high level of consistency in supporting children who have any specific needs.

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

Staff complete detailed observations and assessments of children's learning. They share these with parents. Babies eagerly explore technology toys. They press buttons and delight in listening to the musical sounds. This helps their understanding of cause and effect. Two-year-olds develop an awareness of the similarities and differences between themselves and others. They enjoy looking at their reflections in a mirror. They choose pictures of faces displaying a range of emotions to verbalise how they feel. This helps to support their emotional development. Pre-school children enthusiastically make their own pizza. They confidently use knives to cut up vegetables and spread tomato puree. Staff use the activity to ask open questions and encourage children to think and respond. Overall, this contributes towards their good communication and language skills.

### Personal development, behaviour and welfare are good

The environment is well organised. Children independently access a wide range of good-quality toys and resources. Children behave extremely well. Staff use interesting methods to encourage positive behaviour. These include, a sensory calming wand. Children have excellent opportunities to challenge themselves and take some well-supervised risks. For example, older children skilfully scale a high climbing wall and adeptly use large apparatus outdoors. Staff reinforce positive hygiene routines. They teach children the benefits of making healthy food choices during social mealtimes. Handwashing and tooth brushing are encouraged.

### Outcomes for children are good

Children display an interest in books. One way staff help to encourage this interest is by promoting a book of the month. Children demonstrate strong physical skills. They join in with regular activities, such as football sessions and ballet classes. All children, including children in receipt of additional funding develop many skills for future development. Staff acknowledge older children's transition to school during a graduation ceremony. This helps to celebrate their move towards their next stages in learning.

## Setting details

<b>Unique reference number</b>	EY492053
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1072874
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	92
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Ashworth View Limited
<b>Registered person unique reference number</b>	RP907123
<b>Date of previous inspection</b>	31 August 2016
<b>Telephone number</b>	0161 643 4276

Heaton Park Nursery registered in 2015. The nursery opens from 7.30am until 6.30pm, on weekdays all year round, excluding bank holidays and one week at Christmas. The nursery employs 14 staff, including the manager. Of these, four members of staff hold a qualification at level 5 and six staff hold a qualification at level 3. The nursery provides funded early years education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

