

# Heron Day Nursery

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



<b>Inspection date</b>	11 September 2018
Previous inspection date	23 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The management team develops strong partnerships with other agencies. It works alongside specialists to ensure it meets the needs of all the children in its care. For example, the management team takes advice and implements strategies to support parents to manage their children's behaviour.
- Staff effectively support children who speak English as an additional language. For example, they learn key phrases from children's home languages and use them to help children settle. Staff utilise picture cards and signing, so children can more easily communicate, and they successfully help children to develop their English language.
- Children develop close bonds with their key person. When children start at the setting, staff collect information from parents and the child about their interests, development and home life. Staff use this to nurture relationships and, therefore, children feel safe. Children climb on their key person's knee for a cuddle at story time.
- Children progress steadily and most children are within their expected range of learning by the time they go to school. Those who start at the setting with lower than expected development, make consistent improvements and any differences with other children are narrowed.

### It is not yet outstanding because:

- The systems for supervising staff are not yet effectively focused to allow the manager to monitor staff's progression and develop targets for their professional development.

## What the setting needs to do to improve further

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

- further develop systems for the supervision of staff to ensure management can effectively monitor performance and create more focus with regard to staff's professional development.

### Inspection activities

- The inspector took a tour of the setting and assessed the quality of the provision inside and outside.
- The inspector conducted a joint observation of an activity with the manager and considered the impact of teaching.
- The inspector viewed policies, procedures and documentation relating to the suitability and vetting of staff.
- The inspector spoke to parents and looked at parents' questionnaires and comments.
- The inspector interviewed the management team and staff.

### Inspector

Karen Bingham

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team implements robust systems to keep children safe. For instance, staff consistently head count the children and swap information with each other regarding their own whereabouts. The management team ensures that all staff receive safeguarding training and check their knowledge regularly with quizzes and spot checks. Consequently, staff know how to identify signs of abuse and know whom to contact in the event of a concern about a child or adult. The manager assesses the provision accurately and has a clear view about their strengths and areas that could be improved. She listens to parents' opinions and puts into action their requests. The manager monitors children's development and identifies any gaps in learning. The staff put measures in place to narrow the gaps and ensure children make progress. For example, they use additional funding to access dance classes, which help children develop their confidence, social interaction and physical skills.

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

The enthusiastic staff attend a varied range of training courses and this assists them to teach children well. For example, language and communication training has impacted positively on the children. Children demonstrate wonderful speech and understanding. Staff successfully utilise the different areas of the provision to assist children to develop mathematical skills. For example, outside, children are encouraged to use chalks to write numbers on the floor and, in the mud kitchen, children count the number of scoops they need to fill a container. Staff allow children to learn in their own way and according to their interests. Children learn to explore and investigate by transporting resources from one area to another. For example, they carry bowls of water into the kitchen area to mix it with sawdust and pasta, and make a 'birthday cake' for their friends.

### Personal development, behaviour and welfare are good

Staff support children to behave well with effective behaviour management techniques. The calm and friendly staff distract children when behaviour is challenging. Children ask their friends pleasantly for a ride on a scooter and wait patiently until it is time for their turn. Staff consistently praise children and reward them for helping to tidy up. Staff promote diversity and provide resources and experiences that allow children to learn about different backgrounds and communities. For example, they sing songs in different languages and celebrate a range of festivals.

### Outcomes for children are good

Children enjoy role play and demonstrate good imagination. For example, they nurse their 'babies' in the home corner and sing lullabies to them. Children mimic adult behaviour and pretend to be working on a computer. Staff encourage their creativity by providing resources so that children can make props and act out their favourite stories. Children enjoy playing and learning. They become engaged in the activities they choose, such as when they sing into a microphone while others play along with their musical instruments. They concentrate and show focused attention. For example, children identify that letters in a book are the same letters on the t-shirt of a staff member. These skills help children to become prepared for school.

## Setting details

<b>Unique reference number</b>	EY477872
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10066815
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Heron Day Nursery Limited
<b>Registered person unique reference number</b>	RP527139
<b>Date of previous inspection</b>	23 February 2016
<b>Telephone number</b>	07946376506 or 01942 201904

Heron Day Nursery registered in 2014. It is situated in the Norley Hall community building in Wigan. The nursery employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one holds a level 4 qualification and one holds a level 5 qualification. It also employs an apprentice. The nursery opens Monday to Friday, term time only, from 7.30am until 5pm. It provides funded places for two-, three- and four-year-old children.

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