

Heaton Preschool Nursery

Guide Headquarters, Bolton BL1 5EJ



Inspection date	21 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Staff provide a stimulating environment and plan activities that enthuse and ignite children's passion for learning. Staff are very attentive to children's individual needs. They are warm and welcoming in their approach. This supports children to feel safe and secure, and helps to develop children's self-esteem and sense of belonging.
- Children are happy and inquisitive learners, who benefit from the wide range of learning experiences that staff provide. Children independently select the resources they wish to play with and concentrate and persevere on their chosen tasks.
- Staff monitor individual children's progress well. They promptly seek support from other professionals to close any gaps in children's development. Children are well prepared for their next stage in learning and future move on to school.
- The provider and her staff team work very well together. They are focused in their drive for continuous improvement. Together they closely monitor the quality of the pre-school and continuously engage in reflective practice. They develop action plans to improve outcomes for children, carefully considering feedback gained from parents and children.

It is not yet outstanding because:

- Staff do not always gather precise information about what children are learning at home, particularly when they first start at the pre-school.
- Staff do not provide enough opportunities to support children's sensory development and understanding of the natural world.

What the setting needs to do to improve further

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

- gather precise information from parents about what their children are learning at home and their existing skills and abilities, particularly when children first start at the pre-school
- provide more opportunities to support children to understand about the natural world around them and further develop their sensory experiences.

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 completed a joint observation with the provider.
- The inspector held a meeting with the pre-school provider and manager. She looked at relevant documentation, such as the pre-school's plans for improvement and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and children during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff are fully aware of the different aspects of child protection and can confidently identify the possible signs and symptoms of abuse. Staff understand their role and responsibility in protecting children from harm and know how to refer any concerns they may have to the appropriate agencies. The provider and manager support staff's professional development very well. They undertake regular observations of each other's practice and support and coach one another throughout the day. Frequent opportunities for training encourage staff to continuously develop their knowledge and skills. Robust monitoring of the educational programme helps identified children to catch up with their peers and contributes to raising outcomes for all children.

Quality of teaching, learning and assessment is good

Staff are well qualified and understand how children learn and develop. Purposeful planning, observation and assessment arrangements successfully incorporate children's identified next steps in learning. Staff are skilful in making learning enjoyable, in particular, children's mathematical and literacy development. For example, children build towers and talk about the height. They begin solving simple mathematical problems as they add blocks and calculate how many more they have. Children enjoy sharing their favourite books with staff. They recite familiar words and phrases and talk about what they see. Older children are encouraged to make marks for a purpose as they form letters that they recognise from their name. Younger children skilfully master the use of scissors as they cut pictures from magazines. Staff talk to children as they play, asking questions that encourage children to think and develop their language and communication skills.

Personal development, behaviour and welfare are good

Children develop very secure attachments with staff. This is because staff are superb role models, demonstrating kind, polite and respectful behaviour. They offer clear and consistent reminders and this helps children to understand what is expected of them and behave well. Children relish the roles and responsibility they are given. They follow good hygiene procedures and develop their independence as they cut their own fruit at snack time and pour their own drinks. Staff help children to understand the importance of leading a healthy lifestyle. They talk to them about the food they are eating, the importance of drinking water and ensure children engage in daily physical exercise.

Outcomes for children are good

All children, including those in receipt of additional funding, quickly acquire the skills they need in readiness for school. For example, they manage their personal needs well as they find their coats for outdoor play. Older children are skilful communicators, expressing themselves effectively. Younger children enjoy singing their favourite songs and are confident in attempting new tasks. Children listen and respond to instructions, working collaboratively together as they share and take turns.

Setting details

Unique reference number	EY535607
Local authority	Bolton
Inspection number	10076853
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	29
Name of registered person	Sutch, Laura
Registered person unique reference number	RP535606
Date of previous inspection	Not applicable
Telephone number	07903791891

Heaton Preschool Nursery registered in 2016. The pre-school employs four members of childcare staff. The provider holds early years professional status. The pre-school opens Monday to Friday, during term times, from 8.15am to 4.15pm.

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.

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