

# Heath Farm Day Nursery

The Granary, Heath Road, Dunholme, Lincoln, Lincolnshire LN2 3QD



<b>Inspection date</b>	20 August 2019
Previous inspection date	18 June 2015

<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

### This provision is good

- Staff have good partnerships with parents. For example, staff meet with parents to discuss their children's learning and share photographs with them of their children's achievements. This helps parents to know how their children are progressing.
- Staff encourage children to develop their mathematical skills. For example, they ask younger children to count the fingers they hold up. Children confidently count to four and develop their understanding of numbers.
- The management team evaluates the provision effectively. Recent changes provided opportunities for children to learn about recycling. This helps children to develop their understanding of how to care for the environment.
- The management team ensures that children are offered nutritious snacks and meals. Staff help children to develop an understanding of the benefits of eating healthy foods. Children say, 'Carrots help you see in the dark'.
- Children make good progress in their social and emotional development. For example, they attend settling-in sessions which help them to become familiar with the staff, environment and daily routines, such as mealtimes. Older children show thoughtfulness for others when they listen to a story. They move to the side to allow other children behind them to see the pages of the book.
- Staff offer children fun activities that motivate them to learn. For example, they encourage children to paint the bottoms of their feet. Older children are confident communicators and keen to talk about how it feels. They say it is 'like ladybirds tickling them'.
- Staff plan activities to help children develop their knowledge of how they can keep themselves safe. However, they do not always make the most out of unplanned events to develop children's knowledge even further.
- Occasionally, staff do not always support babies and younger children to develop their understanding of the objects they play with.

## What the setting needs to do to improve further

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

- use every available opportunity to help children develop an outstanding knowledge of how they can keep themselves safe
- strengthen teaching skills so that every opportunity is made to help babies and younger children to develop their understanding of the objects they play with.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery managers.
- The inspector held a meeting with the nursery managers, area manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Members of the management team monitor how well different groups of children are achieving in their learning. They implement effective planning and activities to help close any gaps in development. For example, providing further opportunities for children to develop their early writing skills, particularly for boys. Staff attend meetings with the management team to reflect on their practice. They extend their professional development through training courses. This helps staff to develop their understanding of how to support the individual needs of children with special educational needs and/or disabilities. Safeguarding is effective. The manager and staff understand their responsibilities regarding child protection. They know where to report concerns about a child or colleague. This promotes children's safety and welfare.

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

Most staff are well qualified. They work well as a team and demonstrate a good understanding of how children learn and develop. Staff use observations and assessments to help identify what children need to learn next. They support children to develop their understanding of how to play different musical instruments. For example, staff show children how to play them 'softly' and 'loudly'. Children copy staff and learn how sounds can change. Staff sing nursery rhymes and read stories to children to promote their communication and language skills. Children have plenty of opportunities to play outdoors. Staff encourage children to develop their physical skills. For example, they show older children how to move their feet to pedal a tricycle. This helps children to develop their coordination.

### Personal development, behaviour and welfare are good

Staff offer parents ideas and suggestions about how they can support children's learning at home. For example, providing them with a 'special place' to go to help them to manage their feelings and behaviours. Parents comment positively about the nursery and say 'it is like a big family'. Staff actively promote positive behaviour. They praise children's achievements and give older children a 'high five'. This helps to raise children's self-esteem and confidence. Younger children use good manners and say 'more please' when they ask for a drink. Children are polite and behave well.

### Outcomes for children are good

Children are creative. Babies explore and investigate the texture of oats, cocoa powder and cereal on their hands and feet. Older children demonstrate their imaginative skills when they pretend to be in a 'jungle' outside. Children are independent. Older children pour their own drinks, wash their plates after meal and snack times and put on their shoes to play outdoors. Children show a natural curiosity to explore their environment to develop their understanding of nature. For example, they water plants in the garden and look closely at birds nesting. Children make good progress from their starting points in learning. This includes those who are in receipt of funding. Children develop key skills in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY152446
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10106262
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Heath Farm Day Nursery Ltd
<b>Registered person unique reference number</b>	RP529044
<b>Date of previous inspection</b>	18 June 2015
<b>Telephone number</b>	01673 863140

Heath Farm Day Nursery registered in 2002 and is situated in Dunholme. The nursery employs 22 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, 12 hold level 3 and four hold level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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