

# Inspection of Heaton Dene Nursery School

Heaton Dene Farm, Bolton BL5 3NJ

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Inspection date: 5 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Staff skilfully engage children in learning. They take time to learn about children's interests and use these to support their development. For example, when children enjoy particular books, staff develop the environment to reflect the stories. Children play in a large cardboard gingerbread house and have 'tea parties' with the three bears. They know the routines of the setting and follow instructions very well. Children know that when the bell rings they have a little more time to play before they tidy up. When it is time, staff support children to tidy away their toys. They offer suggestions and praise, and even young children happily complete small tasks.

Staff have high expectations of children's progress. As children start at the setting, staff collate information from observations and from parents. They use this information to plan children's learning and help them to settle quickly. Children's key persons are chosen depending on which member of staff the child naturally bonds with. This helps children to feel safe and secure. Children develop their independence from a young age. Staff keenly promote self-help skills. For example, toddlers put on their own bibs, and children in all rooms learn how to blow their nose at the 'nose station'. Children look in a mirror as they wipe their nose and put their tissue in the bin.

## What does the early years setting do well and what does it need to do better?

- Children progress well. They develop at the levels expected for their ages. Staff and managers closely monitor children's development and put measures in place when gaps in learning arise. For example, to improve outcomes in mathematics, staff introduce songs about shapes at group time, and children count elves and identify numbers written on conkers during play.
- Children join in with rhymes and songs enthusiastically. They know the words and actions. Older children perform Christmas songs with confidence for their parents and families at their Christmas performance. Children are proud to remember their roles and sing beautifully for their audience.
- Occasionally, some children are expected to wait longer than they are capable of during daily routines. For example, children become a little restless sat at tables while staff organise lunch.
- The manager provides activities and experiences that some children are not able to access at home. For example, staff take children to weekly swimming lessons at the local pool. Children learn how to dress and undress themselves as well as acquiring swimming skills.
- Staff provide a calm and relaxed atmosphere. They have high expectations of children's behaviour and support children well to achieve them. For example, they provide clear boundaries that children understand and reward children with

praise. Children behave very well. They help each other with the zips on their coats and play together cooperatively.

- Staff encourage children to make their own choices. For instance, before children go outside, they pick wellies out of a bucket. Children are not rushed. Staff wait patiently as children choose the colour they would like, and they use the opportunity to extend children's knowledge. They talk to children about the size of their feet and which wellies might fit them.
- Staff harness children's attention during well-planned activities. As the children re-enact their favourite story in their exciting outdoor area, staff encourage them to recall the words. Staff pause effectively to allow children the opportunity to think and then provide the words and phrases. Children become engrossed and listen intently to enthusiastic staff.
- Professional development is not highly effective. Although the manager provides numerous training opportunities for staff, she does not always use her assessments of staff to focus precisely on their individual training needs.
- The manager and staff build strong relationships with parents and families. They share information on a daily basis, both verbally and through an online system. Parents know how their children are progressing and feel well informed about events at the setting.
- Staff provide an inclusive environment and help children to learn about different people, cultures and families. For instance, staff learn sign language to help children with hearing difficulties communicate more effectively. Children learn about festivals that are important to them, and parents bring in different cultural foods for children to try.

## Safeguarding

The arrangements for safeguarding are effective.

The manager implements safer recruitment procedures when acquiring new staff. Staff are vetted and references checked before they are allowed to begin their employment. All staff access safeguarding training and the manager ensures their knowledge is up to date during staff meetings. For example, she provides short quizzes to test what they know. Staff can identify the signs and symptoms of abuse, including those linked to wider issues such as extremism. They know the procedures for reporting a concern about a child or adult.

## What does the setting need to do to improve?

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

- build on the good routines already developed to ensure children are not sitting for too long during some parts of the day, for example as they wait for lunch
- support the professional development of staff more effectively, for example by assessing individual needs more precisely when planning training programmes.

## Setting details

<b>Unique reference number</b>	EY546881
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10130003
<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 to 4
<b>Total number of places</b>	61
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Hilltop Early Learning Provision Ltd
<b>Registered person unique reference number</b>	RP910613
<b>Telephone number</b>	01942813844
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Heaton Dene Nursery School registered in 2017. It opens Monday to Friday from 7am to 6pm all the year round, apart from bank holidays and Christmas. There are 18 members of childcare staff. Of these, three members of staff hold an appropriate level 4 qualification and 12 hold a qualification at level 3. The nursery provides funded education for two-, three- and four-year-olds.

## Information about this inspection

### Inspector

Karen Bingham

### Inspection activities

- The manager took the inspector on a tour throughout the setting.
- The inspector and the manager conducted a joint observation and discussed their assessments of teaching.
- Parents offered their opinions and views on the setting, and the inspector evaluated these.
- Discussions between the management team, staff and the inspector occurred throughout the day.
- The inspector viewed some documentation, including information relating to the suitability checks of staff.

We carried out this inspection 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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