

# Inspection of Goosehill at Hepscott Park

Blyth House, Hepscott Park, Morpeth, Northumberland NE61 6NF

---

Inspection date: 3 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is outstanding**

Staff have very high expectations for all children and provide inspirational activities for children to learn and play outdoors. Managers say they aim to plan 'magical and precious' experiences for children. All children are extremely motivated and curious during exciting activities in the on-site forest school. They are taught to value the environment around them. Staff also provide older children with weekly visits to beach school. Staff provide innovative opportunities for children to develop their imagination. For example, older children become deeply engaged in making 'potions' with herbs and water. Staff sensitively support children to develop their hand-to-eye coordination. Children use small hammers safely to build with nails and wood, demonstrating high levels of perseverance and concentration.

Staff plan detailed movement programmes to challenge children to develop their physical skills. Toddlers confidently climb bridges and towers, crawl into dens and move through tunnels in the nursery garden. Babies and toddlers enjoy being swung in a hammock, crawling in leaves, and pulling themselves up onto logs in the forest. Children's behaviour is excellent. They are extremely happy and safe in this nurturing setting. Children listen attentively to each other, happily take turns and play cooperatively. Staff help children to recognise their feelings. Children freely talk about what makes them happy, sad, excited or worried. Staff encourage children to develop their independence at every opportunity. Older children confidently spread butter on bread that they have toasted on a fire pit. Toddlers ably pour their own drinks and serve their own meals.

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

- Children are highly enthusiastic learners who are eager to join in with all activities. They play and explore with an exciting range of natural and everyday resources. For example, staff provide real tea sets, dried pasta and fruit and vegetables in the role-play area to extend children's imaginations.
- Staff provide many opportunities for children to learn about the world around them. The nursery has a pet rabbit, ducks and hens, which roam freely in the garden as children play. Children learn to care for the animals and delight in collecting fresh eggs each morning.
- Children have excellent opportunities to develop their literacy and early writing skills. Babies use their whole bodies to paint. Older children read a favourite book about a 'Leaf Man' while in the forest. They look for leaves and make recordings using clipboards. Toddlers are highly engaged in making marks on walls with rollers, large brushes and water.
- Superb opportunities are provided for children to develop their mathematical skills when they play. For example, staff encourage older children to count conkers and match them to wooden numerals. Toddlers count thimbles and

hoops as they balance them carefully on hooks. Children solve problems and explore size when they meticulously balance cups and plates to build towers.

- Staff support children's communication and language skills exceptionally well. They introduce new words and encourage children to talk about their learning. Older children confidently discuss their New Year's resolutions. They talk about trying to learn to write their friend's names. Toddlers develop their vocabulary when they join in with the words and actions of their favourite songs.
- Staff provide rich and diverse opportunities for children to learn about their local community. Children visit a home for older people each week and take part in movement sessions with them. They are encouraged to have an awareness of those who are less fortunate than themselves, for example by collecting for the local food bank. Staff take children to visit nearby shops and markets to buy and learn about fresh ingredients for their meals.
- Highly effective settling-in procedures help children to form secure bonds with staff. Staff provide comfortable areas for parents to breastfeed. Babies have cosy baskets, which they can crawl into to sleep or use as a secure base to play. Prior to starting, parents are offered stay-and-play sessions to help familiarise their babies with their new environment.
- Managers are extremely committed to providing highly focused training for staff. They constantly research and identify new ways of supporting children's development. For example, recent training has helped staff support children's and each other's well-being and happiness. Staff morale is extremely high and most staff have been at the nursery for many years. They comment on the excellent levels of support and guidance that they receive from the managers.
- Staff establish exceptional relationships with parents. They are highly successful at offering suggestions to parents about how to continue their children's learning at home. For example, pre-school children take home 'spark-a-thought' bags to develop their thinking and language skills. Toddlers join in with 'book-share' programmes between home and nursery. Parents comment that their children 'run into nursery with open arms' and flourish and thrive in this setting.

## Safeguarding

The arrangements for safeguarding are effective.

Staff give a high priority to keeping children safe. All staff can explain confidently how to identify children who may be at risk of harm. They complete thorough risk assessments of the premises to ensure that children are well protected. Staff teach children of all ages about how to keep themselves safe. Older children learn to manage their own risks, displaying their drawings of 'stop' and 'think carefully' around the nursery. Staff involve children in checking for possible risks while using the fire pit. Children learn to use a toaster safely to make their own toast at breakfast time. They meet people in the community who help keep them safe. For example, children enjoy a visit from firefighters with their fire engine.

## Setting details

<b>Unique reference number</b>	EY414163
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10131604
<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>	98
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Goosehill Early Excellence Limited
<b>Registered person unique reference number</b>	RP529978
<b>Telephone number</b>	01670 517770
<b>Date of previous inspection</b>	13 October 2015

## Information about this early years setting

Goose Hill at Hepscoth Park, formerly known as Bambinos, registered in 2010 and is located in Hepscoth Park, Morpeth, in Northumberland. The nursery employs 19 members of childcare staff. Of these, 18 hold appropriate early years qualifications, including one who holds early years professional status and five who hold appropriate qualifications at level 6. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Vincent

## Inspection activities

- The inspector took part in a learning walk with the nursery owner to discuss the early years curriculum and how the environment is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and nursery owner carried out a joint observation of an activity.
- The inspector held a meeting with the nursery owner and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector looked at written comments from parents and spoke to parents and carers during the inspection, taking into account their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020