

Inspection of The Heatons Preschool And Day Nursery

175 Didsbury Road, Stockport, Lancashire SK4 2AE

Inspection date: 3 June 2021

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

What is it like to attend this early years setting?

The provision is good

Children form very strong attachments with their key persons, which supports their emotional well-being extremely well. Children's communication, language and literacy skills are particularly good. Staff build on children's language skills effectively as they foster a love of books and reading in every room. Staff use sign language and clear speech extremely well to help all children to develop their listening skills, understanding and vocabulary. Babies show they know how to sign when communicating with staff. Staff model single words with babies and they repeat the word. Younger children progress using short sentences, telling the visitor 'saw a aeroplane'. Older children use more complex sentences to plan and explain what they will do next. Staff have high expectations for all children's behaviour, including those with (special educational needs and/or disabilities (SEND)). Staff know their individual children extremely well. Children are aware of the rules. They share their resources with one another effortlessly. When crossing the car park to get to the forest area, children know to wait, and look out for cars. They are well prepared for school. Children show a keen interest in the natural environment. They enthusiastically look for sticks to make the camp fire. Children proudly direct the visitor to the mud kitchen and explain the importance of washing hands. Staff follow children's interests and their imaginative play. For example, children use clay to make a plaster on the visitor's finger.

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

- Parents praise the staff team and remark on the homely atmosphere their children thoroughly enjoy. Staff spend time informally talking to parents when they drop off and collect their children. At the door, the children part from their parents with confidence, waving at them excitedly.
- Children with SEND are monitored very closely. Parents and staff have excellent relationships with various professionals to ensure that gaps in children's learning are addressed and plans are ongoing. Activities are differentiated to include children's interests, and individual needs are met throughout the day. One parent describes the nursery as 'instrumental' in supporting their child to make progress.
- Staff deployment is highly effective. Children work in small groups throughout the day. As a result, this helps to create a positive attitude to learning. Babies quickly develop fine motor skills by picking up objects confidently and succeed at pressing buttons on pop-up toys. Furthermore, the deployment system also helps all staff to manage their workload effectively. The manager leaves no stone unturned in her quest to remove barriers to learning.
- Children develop an awareness of the wider world around them. They actively support an orphanage in Kenya. Visitors teach different cultural dances from around the world. This supports children's awareness of diversity.

- Children are confident individuals who are provided with lots of opportunities to explore the community they live in. For instance, babies visited the horses, and younger children went to the park. On their return, the staff recall with the children what they remember. Staff capture children's voices. Older children recalled the rules of the campfire, allowing staff to understand what children have learned.
- Mathematical development is supported well, both indoors and outdoors. Older children are keen to count and do so confidently when looking for sticks. Staff are skilled at helping younger children to count the different coloured bowls on the table. The younger children develop their confidence and understanding by giving water bottles to their friends. Staff interact well with children through consistent eye contact, talking calmly and always being at children's level.
- The staff use ongoing observations to understand children's interests and achievements using the online platform. During the national lockdown, staff kept in touch with families online and by telephone. However, staff do not consistently share information with parents about their child's learning to further extend this learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to keep children safe. They complete thorough risk assessments when taking children out daily. The manager has taken prompt action to implement new processes to improve the safety and supervision of children in the forest area. For example, the managers and staff use walkie talkies to communicate, and a headcount of children is completed before and after the visit. Staff reinforce safe practices to minimise the risks of COVID-19 (coronavirus). Staff are aware of the safeguarding policy and procedure to follow in the setting if they are concerned about a child.

What does the setting need to do to improve?

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

- share information with parents about how they can further support children's learning at home to improve outcomes for children.

Setting details

Unique reference number	EY557725
Local authority	Stockport
Inspection number	10190191
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	75
Name of registered person	The Heaton Preschool Group Ltd
Registered person unique reference number	RP557724
Telephone number	0161 7110070
Date of previous inspection	Not applicable

Information about this early years setting

The Heaton's Preschool And Day Nursery registered in 2018. The setting employs 20 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, and five hold qualified teacher status. The nursery opens from Monday to Friday for 50 weeks a year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Maryam Chauhan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The quality of teaching was observed during activities, indoors and outdoors, and the inspector assessed the impact this has on children's learning.
- The inspector conducted a joint observation of an activity with the manager and discussed teaching methods with her.
- Discussions were held with staff and children at appropriate times during the inspection.
- Verbal and written feedback from parents was gathered and the inspector took account of 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.

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