

# Inspection of Habla

49 Salacre Lane, Wirral CH49 0TN

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Inspection date: 29 July 2021

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

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

### **The provision is outstanding**

Children are extremely confident and articulate. Leaders have worked hard to develop a curriculum that is bilingual. Staff use their knowledge and expertise to ensure both English and Spanish are carefully woven into activities throughout the day. Children show an excellent understanding of both languages and display highly developed language skills. They confidently repeat words and phrases in Spanish and join in with a range of familiar songs.

Children make rapid progress with their literacy skills and develop a love of reading. Staff ensure books are selected carefully to introduce new ideas and enhance learning. For example, staff use books that are filled with rhyming words to help support children's early letters and sounds skills. They skilfully ask questions and encourage children to solve problems.

Children greatly benefit from a safe, stimulating and nurturing environment, where they thrive and have lots of fun. Younger children are keen to explore the environment independently. They use their developing physical skills to pull objects through holes and investigate different textures. Children in the toddler room develop curiosity through a range of sensory activities and investigations. They spend long periods of time engaged in activities of their choice and staff skilfully build upon their interests. Children observe cars as they travel down a ramp and use their developing language skills to describe whether the vehicles are moving fast or slow.

Staff are warm, kind and nurturing. They use a range of effective strategies to support children's behaviour and self-esteem. For example, staff introduce conversations about feelings and emotions through story books. They encourage children to be resilient and support them to make the right choices. Children confidently remind each other of the rules and treat one another with respect.

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

- The management team are determined to provide children with a wide range of experiences so they achieve their full potential. They work closely with staff to plan a curriculum that is varied and challenging. The nursery leaders consistently evaluate the quality of their practice and identify specific improvements they would like to make. They ensure that both parents and children are fully included in this process and reflect on their views. For example, children are encouraged to vote for their favourite meals or stories. Parents meet regularly with leaders to make suggestions and discuss future improvements.
- The management team have created a culture of self-reflection. Staff have plenty of opportunities to enhance their knowledge and build on their areas of

expertise. Staff benefit from a wealth of training opportunities and share what they have learned with each other. Supervision is targeted and used effectively to support the needs of individual staff. The recently appointed well-being champion has implemented a range of successful strategies to promote mental health. Staff say they are very well supported in their roles and feel valued as part of the team.

- Staff build strong relationships with parents and value their contributions. They use a range of methods to successfully engage with parents and promote children's learning at home. During the national lockdowns, staff encouraged parents and children to take part in daily circle time sessions. They also provided regular Spanish lessons, story time sessions and activity guidance. This helps to support children's well-being and provides continuity in their learning.
- Staff have a detailed knowledge of brain development and the stages of learning. They place a strong emphasis on developing communication skills from birth and create an environment that is rich in language. Staff use knowledge gained from training particularly well to identify gaps in children's language skills and to plan a range of tailored activities. They share strategies with parents to use at home and run various workshops. Language programmes are used effectively to promote speaking skills and to close the gaps in children's learning. This supports children to communicate confidently with adults and each other.
- Staff use their expert knowledge of each child to plan stimulating activities and learning experiences. They skilfully consider how they can build on children's existing skills and prior knowledge. For example, children have lots of opportunities to develop their physical skills, control and coordination. By the time they reach pre-school, they can confidently hop on one leg and hold a pencil. Children are very well prepared for their next stage in learning and eventual move to school.
- Staff expertly challenge children's mathematical skills and extend their learning. Children confidently add groups of objects together and talk about numbers that are smaller and larger. They use language, such as small, medium and large, to describe the features of a vehicle and make comparisons.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team follow robust recruitment procedures to ensure all staff are suitable for their roles. The induction process is thorough and helps to identify individual strengths and gaps in the knowledge of staff. The managers then use this as a basis for future training and support. Staff discuss safeguarding updates during monthly meetings and the managers test their knowledge through regular quizzes. They confidently identify possible indicators of abuse and safeguarding issues, such as terrorism. All staff have a secure knowledge of their responsibilities to safeguard and protect children. Staff discuss risks with children and promote personal safety. Children understand the need to keep safe and provide examples, for instance why it is important to wear a helmet when riding a bike. Managers and staff place a high priority on children's safety and well-being. They review risk

assessment procedures to ensure potential hazards are identified and removed.

## Setting details

<b>Unique reference number</b>	EY550635
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10133761
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	PLS Nurseries Limited
<b>Registered person unique reference number</b>	RP550634
<b>Telephone number</b>	00447753843109
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Habla registered in 2017. The nursery employs 15 members of childcare staff. Of these, seven have qualified teacher status and five hold appropriate early years qualifications at level 3. The nursery is managed by two of the nursery owners, one of whom holds early years professional status and one of whom holds qualified teacher status. The nursery opens Monday to Friday all year round, excluding bank holidays and the week between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nadine McCarthy

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The nursery managers and the inspector carried out a learning walk. The inspector held discussions with the nursery managers to understand how the early years provision and curriculum is organised.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact of this on children's learning.
- A joint observation was carried out by the inspector and two of the nursery managers.
- The inspector held a meeting with the nursery managers and deputy manager. She looked at various documents, including those related to the suitability and qualifications of staff.
- The inspector spoke with staff, children, and a small number of parents during the inspection.

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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