

Inspection of Hearts and Minds

Billinge House, Euxton Lane, Euxton, CHORLEY, Lancashire PR7 6DL

Inspection date: 19 August 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are greeted by cheerful staff as they arrive at this welcoming nursery. Children are eager to explore their environment. They happily choose from a range of activities, which staff provide for them based on their interests. For instance, children enthusiastically play with dinosaurs and take part in messy play activities. Wonderful outdoor spaces allow children to develop good coordination skills, using the tricycles skilfully and safely. Staff continuously praise children for their achievements, which supports them to be confident learners. Children in the toddler room enjoy investigating and testing out what they know. For example, they are fascinated working out how to use pincers to explore the sand activity.

Staff form warm and nurturing relationships with children as managers ensure there is an effective key-person system in place. Parents are kept informed of children's learning and development and hold the setting and staff in high regard.

Children are supported to develop a love of reading. As a result, they independently choose to look at books from available book baskets. Older children vote on the book they wish to read. Most staff role model language well. Children are kind to each other and know how to share. When their friends approach an activity, they are welcomed and join in too.

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

- Staff have high expectations for all children. Most staff are able to model language well, as a result older children grasp an understanding of language development and become confident talkers. On occasion, the youngest children are not given the opportunity to practise single words before moving on to two words.
- Staff provide opportunities for children to develop their understanding of mathematical concepts. Older children confidently estimate, compare and use positional language as they play. For example, playing with water outside, the children concentrate well. They work out how much water is needed and what angles are required, as they pour water down gutters to move objects that are stuck.
- Children are prepared well for their move to school. For example, staff have group discussions with children to help them to become familiar with the school routines. Following the recent COVID-19 (coronavirus) pandemic, staff support children's emotional well-being during new changes in routines. Children love to dress up in the school uniforms provided and they excitedly chat about going to 'big school'.
- The nursery is inclusive in its practice. Staff work closely with parents, health professionals and schools. They ensure children with special educational needs

and/or disabilities are supported to reach their potential. Staff lead on individual plans for children and apply for specialist funding to purchase resources and support their progress in nursery.

- Children are provided with good opportunities to be healthy. The children eat a wide variety of nutritious foods that are prepared freshly each day on site. Mealtimes are social occasions, where older children confidently chat with staff about where their food comes from and what makes them strong. Older children are confident as they serve themselves and pour their own drinks.
- Parents report that their children are happy and confident. They appreciate the ways in which staff keep them informed and involved in the life of the nursery. Staff share information about children's progress frequently with all parents. They host a charity barbeque event for all the parents and children to enjoy. One parent described the nursery as a 'huge support for the family, the staff always go the extra mile'.
- Staff work well together to provide a culture of high standards, which includes how children's behaviour is nurtured. The manager communicates expectations well. The manager observes staff practice. However, on occasion, this is not used effectively to develop their knowledge and skills even further. Staff report feeling valued by leaders and managers.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of safeguarding. Safeguarding policies and procedures are in place. These are regularly reviewed and followed by all. Staff attend regular safeguarding training. All staff have first-aid training and know how to follow the accident procedures. The manager has a good understanding of assessing risks and, as such, daily environment audits are in place in each area. Staff are confident in identifying possible indicators of abuse and reporting any concerns about children's welfare. Robust recruitment procedures ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- ensure all staff understand the areas for development that leaders have identified they need to develop, and monitor their progress more closely
- ensure all staff are able to achieve the highest level of communication and language development for younger children, through effective questioning and modelling language.

Setting details

Unique reference number	EY458179
Local authority	Lancashire
Inspection number	10204369
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	65
Number of children on roll	84
Name of registered person	Sasha UK Ltd
Registered person unique reference number	RP532300
Telephone number	01257272515
Date of previous inspection	6 January 2017

Information about this early years setting

Hearts and Minds registered in 2013. It is situated in the Euxton area of Lancashire. The nursery employs 19 members of childcare staff. Of these, 15 members of staff hold appropriate early years qualifications at level 3 or above, including one member of staff who holds early years professional status. The nursery opens Monday to Friday all year round, apart from bank holidays and Christmas. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lysa Randle

Inspection activities

- This was the first routine inspection the nursery 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.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- Parents were spoken to during the inspection and the inspector took account of their views.
- A joint observation was completed with the inspector and manager.
- The inspector held a meeting with the manager. A variety of documents were seen, including evidence of the suitability of adults working with children.

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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