

# Inspection of Haystacks Nursery

Durham Way North, Aycliffe Business Park, NEWTON AYCLIFFE, County Durham  
DL5 6HP

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Inspection date: 18 March 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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| 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

Children are happy, safe and secure. They develop close, strong bonds with the caring and nurturing staff. Children are eager to begin their day. They confidently leave their parents and excitedly join their friends in play. Children make good progress at this nursery. They demonstrate a positive attitude to learning and are motivated to investigate the stimulating learning environments. Babies enjoy exploring coloured dough and rice. They roll and squeeze the dough, and gently pick up grains of rice. Older children propel themselves on a tree swing and ride on tricycles. Younger children use spray bottles and jugs to push boats down drainpipes. This helps to develop their large- and small-muscle skills.

Staff help children to understand the rules and boundaries in place. Children behave well, they learn to share and take turns. Children develop good independence skills. They learn to take off their shoes and put on outdoor boots and coats. Children choose their own play. They play together in the home corner and pretend to cook and make cups of tea. Toddlers initiate going on a 'Bear Hunt'. They collect bags and sticks, and march around the garden looking for the bear. This helps to develop their imagination and confidence.

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

- Staff have a good understanding of how young children learn. They get to know children well and plan a curriculum full of exciting activities. For example, older children enjoy building with large blocks in the garden. Staff encourage children to count and estimate how tall they will make the tower. Children are beginning to take manage their own risks. For example, they carefully add 'one more' block and decide if it is too high to jump from. Staff support children to count the blocks as they add them. This helps children to solve problems, manage risks and develops their mathematical understanding.
- The manager and staff monitor children's progress accurately. They swiftly identify aspects of children's development, where they need additional help. Staff work closely with the special educational needs coordinator and other professionals to implement targeted support. This helps children with special educational needs and/or disabilities to make the best possible progress.
- The manager and staff are very reflective. They meet regularly to look at the opportunities that they provide for children. Staff attend a variety of training courses to support their knowledge and development. They receive good support and coaching to help them understand their responsibilities. The manager holds regular supervision meetings with staff to discuss children's development. Staff's well-being is paramount. They say they feel well supported by the manager. They are confident to ask for help and support.
- Overall, partnerships with parents are good. Staff gather information about

children's abilities when they first start. They regularly review children's progress and share this information with parents. Parents comment very positively about the information they receive. They say 'the updates are brilliant'. However, staff do not yet give parents suggestions or ideas of ways that they can extend children's learning at home.

- Staff have high expectations for children's behaviour. They skilfully help children to learn to manage their feelings and behaviour. Where children need gentle reminders about behaviour, staff are on hand to provide support. For example, they remind children to use 'kind hands'. Children are beginning to learn what is acceptable and how some behaviours can upset their friends.
- Generally, staff support children's communication skills very well. They provide a running commentary during play and introduce new words, such as 'astronaut'. However, occasionally, staff do not pronounce words correctly. For example, they say 'doggy' and 'ta'. This means that children do not always hear the correct pronunciation of words.
- Staff support children to learn about the community around them. Children visit the local shop and buy fresh produce. Staff introduce festivals and celebrations from around the world. For example, children learn about the Holi festival. Staff explain the tradition and children excitedly decorate each other with powder paint. This means that children are gaining an understanding of the wider world.

## Safeguarding

The arrangements for safeguarding are effective.

All staff are confident of the procedures to follow if they have a concern about a child's welfare. They are aware of the action to take if they have concerns about a colleague's practice. The manager provides continuous support for staff to keep their safeguarding knowledge up to date. They do this through in-house training and online courses. Robust recruitment and vetting arrangements are in place to help ensure all adults working with children are suitable for their role. The manager and staff make careful risk assessments to check that the areas of the nursery used by children are safe.

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

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

- improve the information shared with parents to enable them to support and encourage children's learning and development at home
- use the correct pronunciation of words to further support children's developing communication and language skills.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 2624079   |
| <b>Local authority</b>                             | Durham  |
| <b>Inspection number</b>                           | 10209924  |
| <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 at time of inspection</b> | 0 to 4  |
| <b>Total number of places</b>                      | 64  |
| <b>Number of children on roll</b>                  | 96  |
| <b>Name of registered person</b>                   | Haystacks Nursery Ltd   |
| <b>Registered person unique reference number</b>   | 2624077   |
| <b>Telephone number</b>                            | 01325315108   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

Haystacks Nursery registered in 2021. The nursery employs 17 members of childcare staff. Of these, 14 hold a childcare qualification at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

## Information about this inspection

**Inspector**  
Julie Campbell

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector through written feedback.

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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