

Inspection of Huckleberry's Nursery & Pre School Ltd

Huckleberrys, Pilling Lane, Preesall, POULTON-LE-FYLDE, Lancashire FY6 0HG

Inspection date: 15 June 2022

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| 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 are happy at the large, friendly nursery. They show that they feel safe as they wander freely between the large indoor and outside spaces. Children demonstrate positive attitudes towards their learning as they strive to live up to the high expectations that staff have of them. They choose from and enjoy the good range of exciting learning opportunities available.

Children benefit from regular beach- and forest-school sessions. They collect items from the beach to use in art projects as they learn about sustainability. Children learn to manage risk as they confidently use hand drills and hammers to make 'elder beads' from cut tree branches. They use the small muscles in their fingers adeptly as they thread their hand-made beads to make bracelets in their forest area. Children's physical development and overall well-being are especially well supported.

Children behave well and are respectful. They sit with staff around the fire pit as they discuss their morning and what they have enjoyed doing. Children know that it is their turn to talk when they have the 'talking stick' and that they must listen to their friends at other times. This helps to support children's developing social and communication skills. Leaders understand that this is especially important in response to the challenges that many children have faced throughout the COVID-19 pandemic.

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

- Leaders plan an ambitious curriculum based on what they know children can do and what they need to learn next. Staff take account of children's changing interests and monitor progress to ensure that any emerging gaps in children's learning are quickly narrowed or closed. Children make good progress across all areas of learning.
- Leaders work with other agencies to support children's specific needs effectively. For example, a teacher for the deaf attends the setting to offer advice on supporting children with hearing impairments. Additional funding is spent appropriately. For instance, children with special educational needs and/or disabilities (SEND) benefit from additional one-to-one support. This helps children with SEND and those in receipt of additional funding to make good progress from their individual starting points.
- Children's language and communication skills are well supported. Staff read stories and sing softly to babies. Staff engage older children in interesting discussions. Children are confident and chatty. For example, they approach adults who are new to them to talk about their upcoming holiday. Staff ask children questions to check their understanding during activities. However,

occasionally, staff are too quick to move on and do not give children enough time to think and respond to questions. This hinders children's developing thinking skills.

- Leaders build strong relationships with local schools to support children's transitions. Leaders have created a buddy system. Throughout the summer term, pre-school children are supported by an older child from the primary school that they will attend. This helps children to build confidence ready for the next stage of their education.
- Children are developing independence skills and good hygiene routines. Staff encourage children to wash their own hands at the many handwashing stations positioned around the setting. Children understand when they should do this and why it is important to help to prevent the spread of germs.
- Leaders build strong relationships with parents. They work with parents to gather a wealth of information about children. Staff share information about children's learning and encourage parents to continue children's learning at home. Staff give children 'ask me about' stickers to wear home to encourage parents to start conversations with children about what they have learned at nursery.
- Children learn about other cultures. For instance, they celebrate the Dutch tradition of Sinterklass around Christmas time. Children's family members attend the setting to read traditional stories to children in the Dutch language. Children begin to understand the diverse world that they live in.
- Leaders are ambitious for staff's professional development. They constantly offer staff training opportunities and target these to benefit children. Staff also share their knowledge with colleagues. For example, some staff have completed Makaton training while others are completing beach-school training. Staff feel supported and are dedicated to their roles.

Safeguarding

The arrangements for safeguarding are effective.

Leaders foster a culture of safeguarding throughout the setting. Leaders and staff complete regular training and have a thorough understanding of how to keep children safe. Leaders ensure that staff keep their knowledge fresh and current by holding regular safeguarding briefings and updates. Leaders and staff understand the procedures that they must follow if they have a concern about the welfare of a child or about the behaviour of a colleague. Staff help children to learn to keep themselves safe. For example, they implement clear rules about what children can touch in the forest-school area, which children understand and follow.

What does the setting need to do to improve?

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

- support staff, particularly those working with toddlers, to allow children time to consider and respond to questions, to help develop their thinking skills further.

Setting details

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| Unique reference number | EY559965 |
| Local authority | Lancashire |
| Inspection number | 10190630 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 57 |
| Number of children on roll | 98 |
| Name of registered person | Huckleberry's Nursery & Pre-School Ltd |
| Registered person unique reference number | RP559964 |
| Telephone number | 01253 812280 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Huckleberry's Nursery & Pre School Ltd registered in 2018. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery employs 25 members of childcare staff. The owner, who is also the manager, holds a level 6 qualification. The nursery offers funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector
Amy Johnson

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.
- Leaders discussed their curriculum and how they organise their environment with the inspector.
- Staff spoke to the inspector at appropriate times during the inspection.
- A joint observation was completed by leaders and the inspector in the forest-school area.
- Children spoke to the inspector throughout the day about what they enjoy doing at nursery and at home.
- Parents spoke to the inspector and their views were taken into account.
- The inspector observed routines of the day, care practices and teaching practice in all areas of the setting.
- A sample of documentation was viewed by the inspector and taken into account, including staff paediatric first-aid certificates.

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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