

Inspection of Heathfields Nursery And Care Club

Heathfields County Infants School, Saxon Close, Wilnecote, Tamworth,
Staffordshire B77 5LU

Inspection date: 16 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 greeted by enthusiastic staff. On arrival, children settle extremely well and register their peers' attendance. Children risk assess the environment to ensure it is safe to learn and play. They develop good early writing skills as they tick off the areas they have checked. They make beautiful friendships. Children seek others out to share personal learning and experiences which they are proud of. They work cooperatively as a team. For example, children make a representation of a house using a variety of construction materials. They practise a two-way-flow of conversation as they discuss their ideas for structure, shape, and materials required.

Children are extremely happy. They display positive attitudes for learning. Children benefit from staff who have extremely high expectations of them. For example, children strive to get their picture to the top of the 'wow board' that staff use to positively reinforce children's already exceptional behaviours. Children celebrate their achievements. They say, 'My mum will be really proud of me'. Children effectively develop the needed skills and knowledge to regulate their emotions. They respond positively when faced with difficult situations. For example, when children make a mistake as they practise their cutting skills, they persevere to find a solution to the problem.

Children are extremely confident to lead their own learning experiences. They are highly inquisitive and enthusiastic to learn more. Children constantly reflect on prior knowledge and ideas to impact their learning in the moment. For example, children remember how salt previously helped to melt ice. They feel safe and secure in their environment to request salt and other resources needed to assist their learning. Children use words such as 'melt' and 'frozen' to predict what will happen.

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

- Children's views are of the utmost priority to leaders and staff. Staff really listen to children. For example, they seek children's ideas and ask open-ended questions to challenge their thinking. Children are extremely confident and self-assured to speak up and have their views heard. Their views feed into the curriculum and enhance the learning environment. Staff have created a wealth of strategies to ensure the child's voice is heard, including weekly surveys.
- Leaders are constantly reflecting on barriers for learning. They put strategies in place to ensure that those children with lower starting points catch up with their peers. Leaders effectively monitor children's behaviour and identify how behaviour impacts learning. For example, they introduced effective strategies to help children learn to understand emotions, such as how to feel calmer, to enhance their mindfulness and well-being. Staff remind children to use the

'responsibility board' to see which task they must complete. Children develop a strong sense of responsibility for their learning environment.

- Children develop a well-rounded understanding of mathematics. Staff ensure children develop knowledge of numbers and quantities. Children learn about cause and effect as they mix a variety of liquids together to make a potion. They learn the difference between a tablespoon and a teaspoon. They add a 'pinch' of glitter. Children recognise the number five on a shell in the sand pit. They confidently use a number line and independently count to 10.
- Children flourish in their communication and language. Staff share new vocabulary with children with age-appropriate explanations. Children learn new words, such as 'memory' and 'brain', as staff explain to children how they remember words. Children recap 'focus words' as part of a group activity. Staff collect words in a book to revisit prior learning and ensure children practise newly learned vocabulary and skills.
- Staff know all children exceptionally well. Leaders and staff skilfully identify strengths and areas for improvement within the curriculum, and what the main priority areas are. Staff know what individual children need to learn. As a result, children make good progress in all areas of learning. However, staff do not always consider how to further extend children's learning at home in partnership with parents to ensure children make rapid progress from their starting points.
- Partnerships with schools and other professionals are effective to meet the needs of all children, including those with special educational needs and/or disabilities. Staff visit other early years establishments to complete observations and share ideas for good practice. For example, they invite teachers from the school to read stories to children. This helps to support children's confidence when transitioning to school. Together, leaders and staff create action plans, which include the views of the school's early years team. This ensures staff focus the curriculum on the school's expectations for Reception-age children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know the signs and symptoms that may indicate a child is at risk of abuse or harm. They are knowledgeable in their roles and responsibilities to protect and safeguard children. Leaders ensure that staff know how to report concerns for themselves should this be required. For example, they help staff to practise calling the relevant services to enhance their confidence to disclose. Staff know to whistle-blow should they have concerns about another staff member. Leaders have robust procedures in place to ensure all staff are deemed suitable to work with children. They ensure the suitability of other professionals who come into contact with children, including, teachers at the host school.

What does the setting need to do to improve?

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

- provide parents with further ideas and suggestions to extend their child's individual learning at home.

Setting details

Unique reference number	2567910
Local authority	Staffordshire
Inspection number	10239386
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	3 to 11
Total number of places	24
Number of children on roll	42
Name of registered person	Our Pride, Our Joy Limited
Registered person unique reference number	2548231
Telephone number	01827 213885
Date of previous inspection	Not applicable

Information about this early years setting

Heathfields Nursery And Care Club registered in 2020. The nursery currently employs five members of staff who hold appropriate early years qualifications from level 3 to level 6. The care club currently employs four members of staff of whom two hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. 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

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting 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.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those 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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