

Inspection of Heathcote House Nursery And Pre-School

Southbroom Road, (The Old College), Devizes, Wiltshire SN10 5AB

Inspection date: 7 July 2022

| | |
|--|----------------|
| 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 smile and wave goodbye to their parents as they enter this homely environment. They are greeted by warm and friendly staff who offer them lots of praise and reassurance. This supports children to feel safe and secure, which builds their confidence and self-esteem. Children demonstrate that they are highly independent at a young age. Staff encourage babies and toddlers to independently wipe their own hands and noses, while older children put on their own shoes and socks. Children form strong friendships with peers and staff. They seek out key persons and friends to share their ideas and creations. For example, children mark making in the garden call staff over to narrate what they are drawing.

The children enjoy playing outdoors. Older children learn about nature as they explore the on-site woodland area. For example, they use their muscles to lift up logs and stones, looking for bugs. The children find a beehive and discuss how bees make honey. Children know how to navigate the uneven trail safely. They understand how to manage and identify risks within the environment. For example, children complete a garden safety check. They know not to touch any hazards, such as glass or animal faeces, and instead, they tell an adult.

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

- The principal and her team have created a well-thought-out curriculum which is sequenced and covers all seven areas of learning. It is designed with a focus on children being able to make choices about what they want to learn. This enables children to acquire the necessary skills to become confident and successful learners.
- Staff use their knowledge to plan inviting resources and activities to capture children's curiosity and interests. Resources are open ended so that children can use them creatively. For example, children enjoy making obstacle courses out of crates and wooden logs. They work together to lift and manoeuvre the crates into position. The children discuss ways they can make the obstacle course harder. Staff skilfully position themselves to support children's learning through role modelling and suggesting new ideas to extend their play. However, staff interactions in the baby room are inconsistent. This means that younger babies may not be given the same opportunities to engage in activities as older babies.
- Children show they are highly determined and independent. Staff encourage children to learn how to do things for themselves and to make their own choices. For example, children make their own play dough by following a recipe. They learn to problem-solve by adding more water if the mixture is dry and more flour if it is wet. Children add herbs and they use their sense of smell to decide what scent they would like.
- Staff understand how important it is for children to gain good communication

skills. They use core songs, books and small-group work to expand and develop children's vocabulary effectively. Children show they are confident communicators. Staff teach children new words and their meanings, which they later use in full sentences. For example, the children use the word 'hypothesis' as they discuss what might happen to the bamboo leaves when they place them in water.

- Children's physical development is well considered. Staff provide a wide range of opportunities for them to practise and develop their large-muscle skills. The children race around on bikes and run through the woodland areas. They bounce balls and throw them at nets and basketball hoops. The staff support children to also develop their small-muscle skills by practising using scissors, mark making and kneading play dough.
- Parents speak highly of the nursery and its homely feel. Staff have strong partnerships with parents. They offer them lots of advice and guidance to support children's learning at home, such as potty training, oral health, healthy eating and internet safety. They use funding and work closely with other agencies to support the most vulnerable families. For example, they use additional local authority funding to offer food packages to families in need. The parents are now once again allowed to enter the setting to collect their children.
- Overall, children's behaviour is good. Staff respect and listen to children's ideas and opinions. They openly discuss conflicts with children and encourage them to resolve them on their own. Staff develop children's emotional literacy by helping them to identify and name their feelings using books and songs. Staff show genuine care for the children. The special educational needs coordinator works very closely with other professionals to create plans and strategies to support children. For example, staff created a calm space with sensory lights and books to support children who struggle with managing their feelings and behaviours. As a result, children with special educational needs make good progress across all areas.

Safeguarding

The arrangements for safeguarding are effective.

The principal is aware of her role to report and respond to any safeguarding concerns. They have a good understanding of how to recognise concerns that may suggest a child is at risk and how to respond to this information. The staff know how to identify the signs and symptoms of abuse. They show awareness of female genital mutilation, the 'Prevent' duty and county lines. All staff provide a safe and secure environment for children to play and learn. They conduct regular risk assessments of the play environment. The manager has a robust recruitment process and monitors ongoing staff suitability through regular supervision meetings.

What does the setting need to do to improve?

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

- further support staff working with babies to enhance their knowledge of the curriculum and improve their interactions, to consistently engage babies in purposeful play.

Setting details

| | |
|--|---|
| Unique reference number | 2547308 |
| Local authority | Wiltshire |
| Inspection number | 10215609 |
| 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 | 70 |
| Number of children on roll | 96 |
| Name of registered person | Keith Hudson and Jean Hudson Partnership |
| Registered person unique reference number | RP520695 |
| Telephone number | 01380725080 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Heathcote House Nursery and Pre-School registered in 2002 and re-registered after moving premises in August 2019. It is located in Devizes, Wiltshire. 21 members of staff work with the children. Of these, 14 hold a relevant level 3 qualification and three hold qualifications at level 6 or above. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Louise Phillips

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 inspector and the curriculum lead completed a learning walk where they discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the curriculum lead.
- The inspector held a meeting with the principal and the deputy principal to discuss how they evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their written testimonials.
- Children spoke and engaged with the inspector 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022