

Inspection of Heyhouses C of E Nursery School

Clarendon Road North, Lytham St Annes FY8 3EE

Inspection date: 13 September 2022

Overall effectiveness	Good
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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 happy and settled in this well-resourced and welcoming nursery. Due to COVID-19 safety measures, parents drop children off at the side gate, which leads straight to the outdoor play area. Children separate from their carers with ease and are quick to get immersed in play and learning. They have continuous free-flow access to the garden and the resources are within easy reach, allowing them choice.

Children make good progress. Staff undertake regular assessments of children's abilities. They identify the next steps in children's learning and use these to plan ambitious activities which build on what children know and can do. The consistent and well-organised daily routines that children are clearly familiar with, help them to feel safe and secure. Children are gaining great social skills and thrive from friendly interactions. They have warm and affectionate attachments with staff and their friends. Behaviour is good. Clear rules and boundaries are in place which children happily adhere to. They are aware of the 'golden rules' and demonstrate their 'kind hands' and 'listening ears'. Children's independence is encouraged as they learn to manage their own self-care. They use the rolling snack table to enjoy healthy snacks. Children follow the handwashing routines.

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

- Staff provide plenty of opportunities for children to develop communication and language skills. They create inviting spaces, such as cosy dens and tepees, to inspire children to talk to others freely and engage in songs and rhymes.
- Staff seize opportunities to extend and develop children's growing vocabulary through general conversation and interactions. For example, they promote 'words of the week' which helps children to extend their spoken vocabulary and improve their sentence structure.
- Children demonstrate that they are confident in their understanding of early mathematical concepts. For example, children are each given a numbered box and encouraged to count the number of items inside and recognise the printed numerals. This supports children to develop the mathematical skills they will need when they start school.
- Children's physical development is well supported. Staff encourage children to take appropriate risks during play, such as climbing monkey bars and balancing on low-level obstacles. Additionally, children learn to move their bodies in different ways as they enjoy multi-sport sessions with an outside provider.
- Children with special educational needs and/or disabilities are supported exceptionally well. Intervention plans are regularly monitored and gaps in learning are targeted with precision. Leaders use funding appropriately to make improvements to the environment, resources and staffing arrangements. As a

result, children make good progress from their starting points.

- Children who speak English as additional language are well supported. Staff use various teaching strategies such as picture cards, visual timetables and keywords in their home language to support learning. As a result, children learn new words, developing the skills they need to be confident communicators.
- Leaders have systems in place to ensure children's allergies and dietary requirements are catered for and their safety and well-being is supported. Staff working in the kitchen have an in-depth knowledge of children's allergies and dietary requirements. However, leaders do not always monitor other staff to ensure that they have a thorough awareness of the nursery's allergies and dietary requirements policy and that they understand how to implement it effectively at all times.
- Parents receive advice through newsletters and informative workshops on subjects, such as e-safety and healthy eating. Parents say staff are 'awesome' because they go above and beyond with the care of their children.
- Staff work collaboratively with other professionals and schools to enable smooth transitions for children. They take children to visit the school they will attend which helps them to become familiar with the environment and the teachers.
- Managers and owners truly value staff and implement practical procedures to support staff well-being. Regular supervision meetings focus on staff well-being and workload, and leaders ensure that staff training is targeted. Staff report that they are supported well and feel valued.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff receive suitable training to keep their awareness of child protection up to date. Staff recognise their individual responsibility to keep children safe and they are able to discuss what would make them concerned. All staff know the steps to follow should they become concerned about the conduct of a colleague. Leaders carry out annual safeguarding audits which enable them to review practice and make necessary changes. Effective safeguarding policies are in place, including a mobile phone policy, which includes the use of smartwatches. Leaders understand the need to work as a multi-disciplinary team to protect any children they may be concerned about.

What does the setting need to do to improve?

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

- enhance training and monitoring of staff, with particular regard to the nursery's allergy and dietary policy and procedures, to strengthen staff's knowledge and understanding.

Setting details

Unique reference number	EY480419
Local authority	Lancashire
Inspection number	10129227
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	117
Name of registered person	Heyhouses Church of England Nursery School Limited
Registered person unique reference number	RP524252
Telephone number	01253 640110
Date of previous inspection	14 January 2016

Information about this early years setting

Heyhouses Church of England Nursery School Limited registered in 2014. It is situated in Lytham St Annes, Lancashire. The nursery employs 19 members of staff. Of these, two hold a childcare qualification at level 7, one of whom has also achieved qualified teacher status and one who has achieved early years professional status. 13 other staff members hold qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday, term time only. Sessions are from 8am until 5.45pm. The nursery provides funded early education for two, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Oakley

Inspection activities

- This was the first routine inspection the nursery 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 viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual 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.
- Interactions between staff and children were observed by the inspector.
- The inspector carried out joint observations of group activities with the manager.
- Several parents spoke to the inspector during the inspection and shared their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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