

# Inspection of Halesfield Day Nursery Centre

Unit J, Halesfield 22, Telford, Shropshire TF7 4QX

---

Inspection date: 28 October 2022

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

---

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	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy to attend and form strong bonds with the staff. They engage in their learning and have access to a range of experiences to enhance their learning. For example, children access a weekly forest school session where they enjoy activities, such as archery and whittling. They also invite people into the setting, such as the 'farm on wheels', and provide weekly music workshops.

All staff have high expectations for children's learning. They ensure that the curriculum has good intent and covers all areas of learning. Staff understand how children learn and their stages of development. The curriculum is well sequenced. Children, including those with special educational needs and/or disabilities (SEND), make good progress in all areas. Staff support children's physical development well. Children benefit from regular access to the large outside area, where they move in a range of ways. All age groups undertake a 'daily mile', where the children decide how they are going to move across the secure car park. Some run, while others pretend to be dinosaurs and stomp and growl as they move. This promotes their imagination and well-being.

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

- Leaders and managers follow appropriate recruitment procedures. They confirm references and complete Disclosure and Barring Service (DBS) checks. Staff are requested to update any changes in their personal circumstances and to declare their ongoing suitability.
- Managers and staff have undertaken several quality assurance awards, local authority audits and regularly evaluate their own practice. They are keen to continually improve in order to ensure best practice and to raise the quality of the provision for children. The curriculum follows an approach based around nature and a feeling of wellness. The setting has natural resources, and children can experiment using different materials. For example, toddlers paint with sticks, and babies make 'hedgehogs' with play dough. These experiences help to develop and support children's well-being.
- Staff encourage children to be independent and to adopt a 'can-do' attitude throughout all activities. For example, outside, toddlers have an age-appropriate climbing wall. Staff offer praise and encouragement as they attempt to climb up to the top and back down the other side. Children develop a great sense of achievement, and this promotes their self-esteem.
- Staff promote children's safety and good health. Children have a home-cooked meal and healthy snacks and drinks, and they know to wash their hands before meals. Children use the toaster to make their snack, and staff encourage them to be aware of risks and discuss safety. They tell the inspector that it is 'hot', and they need 'to be careful'.

- Staff are good role models for children. They model good behaviour, manners and language. They question children throughout activities, encouraging them to think and recall. However, some staff do not give all children time to process their thoughts and respond. Therefore, opportunities for some children to express themselves and extend their communication skills are missed.
- Children enjoy a wide range of experiences. For example, they invite local pensioners into the setting and serve them tea. They have concerts at the local church and make poppies for Remembrance Day. This helps to support children in their future learning and teaches them about the world around them.
- Managers support staff in their roles. They observe and assess practice and have regular supervisions to identify if improvements are needed and to set targets. Professional development opportunities play a key role, and training in speech and language, autism and SEND have been accessed. These experiences help staff to continually enhance their effectiveness and teaching.
- Parents are happy with the setting. Many have returned with their younger children after older children have gone on to school. They report that they receive regular feedback, both verbally and through an online application, and that they understand their child's next steps and goals.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand the signs and symptoms of possible abuse. They know who to contact if there are concerns about a child's welfare and what to do if an allegation against staff arises. Risk assessments are completed, and appropriate steps are taken to ensure that the premises and equipment are safe, secure and well-maintained. Fire exits are kept clear, and there is a security system on the front door.

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

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

- enhance opportunities for children to respond, think, process and answer questions asked of them.

## Setting details

<b>Unique reference number</b>	208203
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10234323
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Halesfield Day Nursery Centre
<b>Registered person unique reference number</b>	RP522279
<b>Telephone number</b>	01952 583848
<b>Date of previous inspection</b>	22 December 2016

## Information about this early years setting

Halesfield Day Nursery Centre registered in 1989. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above, including two with early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Sue Smith

## 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 viewed the provision and discussed the safety and suitability of the premises.
- The managers 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022