

Inspection of Headstart Nursery

20 Great Northern Gardens, Bourne, Lincolnshire PE10 9EH

Inspection date: 19 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure in the nursery. They demonstrate that they have positive relationships with staff and children. Children laugh with staff when they play peekaboo. Older children hold on to younger children's hands and pretend to row a boat when they hear action rhymes. When younger children wake from sleeping, older children give them a cuddle. Children are polite and say, 'thank you' to staff when they pass them wooden bricks to build and construct. Children show a positive attitude to being helpful, such as when it is time to tidy away the toys. They use a dustpan and brush to help clean tinsel off the floor.

Staff know the children well and support them to make progress in their learning. For example, when children play in a role-play kitchen, staff encourage them to extend their imaginative play. Staff ask children what ingredients they will need when children say they want to make a cake. Children say, 'sugar' and pretend to crack open an egg. Children think critically when they make Christmas crackers. They make sure that a label shows the writing the correct way up before they glue it onto the cracker. Younger children copy staff and learn how to use technology when, for example, staff show them how to press buttons on toys to make sounds.

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

- The manager supports staff to extend their professional development. Recent relevant training helps them to increase their knowledge of how to support children's communication and language skills. For example, they introduce new words to help extend children's vocabulary, such as 'bauble'. Staff sing songs with children, encouraging their speaking skills.
- The manager and staff place a strong emphasis on supporting children's personal, social and emotional development. Children are offered taster sessions to help them to become familiar with staff and the environment. Before children move on to school, staff share books with them about going to school. This helps them to be emotionally ready for changes they face.
- Staff provide a caring environment for children. When new children are unsettled when they first attend, staff offer them comfort and a calm voice to help reassure them.
- Parents provide positive comments about staff and their children's experiences in the nursery. They say that staff are loving and supportive, and that their children thrive in their learning. However, only the parents of older children are supported to help their children to develop a love of books and reading at home. The same support is not offered to the younger children and their parents, to ensure that everyone is given the same opportunities.
- Staff help children to broaden the experiences they receive at home. For example, when children see Christmas trees at home, staff provide them with

opportunities to learn how to decorate a tree. Children use baubles and tinsel, and work as a team and to think about where to place the decorations.

- Staff give children praise for their achievements, such as when they help staff to use a ribbon to tie a knot. Staff encourage children to share, for example, they ask older children to find tinsel for younger children to use. This helps children to understand what is expected of them.
- The manager and staff reflect on the experiences children receive in the nursery. They make changes to the furniture and layout in the pre-school room to allow children to see toys and resources more easily. This enables children to make more independent choices in their play to support their interests.
- Children are given opportunities to play in a sensory room, where staff give them experiences to look at coloured lights and to listen and dance to calming music. This is particularly beneficial for children with special educational needs and/or disabilities. This helps them to manage their feelings and emotions.
- Children are keen to explore and investigate the toys and resources offered. However, during their self-chosen play, staff do not fully help children to understand why they need to keep themselves safe. One example of this is when staff talk to children about not touching lights on a Christmas tree; they do not help them to understand why they should not do this.

Safeguarding

The arrangements for safeguarding are effective.

The manager has an effective safeguarding policy in place, which includes all relevant agencies to call if there is a concern about a child's safety. Staff understand how to identify the signs and symptoms of abuse. They keep their knowledge current, for example by attending safeguarding training. The manager and staff know where to report concerns about staff's behaviour with children. Staff carry out risk assessments to ensure that the environment is safe, clean and tidy. Doors and garden gates are securely locked to stop unauthorised people from having access to children. Staff make sure that they can always hear children when they are sleeping, and regularly check on them to promote their safety.

What does the setting need to do to improve?

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

- help staff to encourage all parents to support their children to develop a love of books and reading at home
- support staff to develop children's understanding of why they need to keep themselves safe.

Setting details

Unique reference number	EY217824
Local authority	Lincolnshire
Inspection number	10234633
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	80
Number of children on roll	26
Name of registered person	Lincolnshire Childcare Limited
Registered person unique reference number	RP910155
Telephone number	01778 393925
Date of previous inspection	23 February 2017

Information about this early years setting

Headstart Nursery registered in 2002 and is situated in Bourne, Lincolnshire. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, four at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round. 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

Hayley Ruane

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 manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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