

Inspection of Heath House Day Nursery

52 Fleet Rd, Fleet, Hampshire GU51 4PA

Inspection date: 18 January 2023

Overall effectiveness **Good**

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 arrive happy and eager to learn at this welcoming nursery. They form secure relationships with the caring staff, who are responsive to their needs. New children settle quickly into the routines of the day due to the tailored settling-in process. Children readily engage, on their own or with friends, in a variety of exciting activities. This helps to further develop their interests.

Children learn to adopt healthy lifestyles from the start. They learn about the effect of exercise on their bodies and enjoy participation in physical exercises run by an external sports coach. During these sessions, children show great control and coordination as they use different sports equipment. Children know that washing their hands before mealtimes helps to stop the spread of infection. They thoroughly enjoy the nutritious and well-balanced meals from a variety of cultures represented at the nursery. This helps to promote good health and well-being.

Children demonstrate high expectations of behaviour set by staff. Older children show a sense of responsibility and willingly support the younger ones in carrying out certain tasks, such as inviting them into their play. Children are encouraged to use sign language as a way to communicate with others. Younger children confidently use 'please' and 'thank you' signs. This assists children in becoming courteous towards others.

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

- The dedicated leaders continuously reflect on the effectiveness of the education and care children receive. They are committed to improvement, with plans in place to further increase the positive experiences of children, such as the refurbishment of the main outdoor area. The plan is to incorporate all areas of learning for children to explore freely, use their imaginations and make connections in their play. Leaders value their staff, with a strong emphasis on supporting their emotional well-being. This means that there is a strong team in place.
- Leaders and staff consider children's personal, social and emotional development to be a high priority. This is a need also identified as a result of the impact of the COVID-19 pandemic on children's learning. Children are encouraged to recognise different emotions and relate these to their own experiences. There are dedicated quiet areas in each room, where staff help children to manage their emotions more effectively.
- The special educational needs coordinator plays a vital role in leading joint working with external professionals and parents. Consequently, children with special educational needs and/or disabilities perform as well as their peers. For instance, children with communication difficulties exchange photographs to

indicate things they would like to do. This leads to their growing independence and confidence. Staff's ongoing dedication to this process has proved highly successful.

- Leaders and staff understand how young children learn. On the whole, they have devised an ambitious, sequenced curriculum based on children's needs, abilities and interests. However, individual children's learning is not fully maximised when staff interact with small groups of older children. At the planning stage, staff do not consistently consider children's individual learning needs and how to enable them to achieve their best.
- Children love to explore, both indoors and outdoors. For example, they handle ice and watch it melt to water in the garden. However, in the pre-school room, sometimes, there are high levels of noise as children play. This is distracting for children, who wish to spend quiet time sharing a story with a staff member. As a result, children are unable to hear important information or participate in a sustained two-way conversation. They use short answers to questions posed, while quite capable of more detailed responses.
- Children are encouraged to be independent from the start. This works well, as all teams work closely to help children manage their own self-care needs in an age-appropriate way. For instance, babies are encouraged to find tissues to clean their noses, and older children clean their own noses, remembering to dispose of the tissues in the bin after use. This helps to prepare children for their next stage in education.
- Parents speak highly of the staff and their good communication. They are impressed with the online application, which keeps them informed of their child's progress, as well as giving them ideas to work at home with their children. This helps to provide continuity of learning and care. Parents say their children are making 'strides in their confidence and speaking skills.'

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge of how to protect children from harm. They know the signs and symptoms that may indicate a child is at risk of abuse, including exposure to extremist views and behaviours. They understand the procedures to report any concerns they may have about a child's welfare to the relevant agencies. Staff regularly access training, which refreshes their knowledge and understanding of safeguarding issues. Leaders follow robust recruitment procedures to ensure that staff are suitable to work with children. Staff carry out daily risk assessments so that the learning environment, indoors and outdoors, is safe and secure for children.

What does the setting need to do to improve?

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

- review planning of group activities to consistently match and support individual children's needs, to allow them to achieve their best
- manage noise levels in the pre-school room, to enhance children's levels of engagement and ability to fully contribute to conversations.

Setting details

Unique reference number	EY381395
Local authority	Hampshire
Inspection number	10264899
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	110
Number of children on roll	133
Name of registered person	KZAR Childcare Limited
Registered person unique reference number	RP528488
Telephone number	01252 617473
Date of previous inspection	29 June 2017

Information about this early years setting

Heath House Day Nursery registered in 2009 and is situated in Fleet, Hampshire. It is open each weekday, from 8am to 6pm, for 51 weeks of the year. The nursery also offers a breakfast club, from 7.30am to 8am. It accepts funding for the provision of free early education for children aged two-, three- and four-years old. The nursery employs a total of 28 members of staff, of whom three are qualified to level 6, one to level 5, and 12 hold a level 3.

Information about this inspection

Inspector

Sonia Panchal

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 nursery.
- The manager, deputy manager and the inspector had a tour of the nursery and discussed how the early years provision and the curriculum are organised.
- The inspector observed the quality of staff's interactions with children, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents' views of the provision were taken into account by the inspector.
- The inspector looked at relevant documentation on request.

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 2023