

Inspection of Headstart Nursery and Pre-School

32 Heath Road, Upton, Chester CH2 1HX

Inspection date: 26 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy a carefully planned, exciting curriculum. They are happy and make very good progress in their learning. Their key person knows exactly what they like to play with, their developing interests and their next steps in learning. This ensures children's learning experiences are tailored very well. Favourite books and stories, used effectively, help children to engage deeper in activities. For example, children delight when they see an activity set up themed around a favourite story 'The Tiger Who Came To Tea'. They actively take part in exploring how tea bags change the colour of water. Staff encourage children to use all of their senses and describe what they notice and smell. They hear new vocabulary frequently which helps them to become confident talkers. Toddlers eagerly participate in role play shops. They practise their early talking and turn taking skills within their play.

Staff are exceptionally patient with children. They enable them to complete tasks for themselves wherever possible. This helps children to develop high levels of self-esteem and well-being. Staff frequently role model appropriate behaviour. They recognise children's achievements through stickers and certificates. Staff take the time to calmly explain to children how to manage their emotions. Children's behaviour, as a result, is very good.

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

- Staff frequently talk to children to help them to acquire new language and develop confidence in their speech. They support children's problem solving and extend children's knowledge through discussion very well. For example, toddlers describe the texture of the spines on a dinosaurs back. Pre-school children create their own imaginative stories that staff skilfully build on. Staff offer new language and help children to develop their imagination further.
- Outdoor play and learning opportunities are excellent. Children practise and develop confidence using their full range of physical skills. Climbing apparatus, ride-on tricycles and various sports equipment help children to learn coordination skills while being active. Specially trained staff deliver daily forest school sessions. During these sessions, pre-school children develop curiosity and make sense of the natural world.
- Children develop exceptional independence skills. For example, babies learn to recognise their belongings. Toddlers access taps to get their own water to drink. They measure and mix their own play dough and learn where resources are stored. They freely access resources to navigate their own play. These steps mastered early on, enable pre-school children to be self-sufficient and ready for school.
- Pre-school children carry out important roles to help to contribute to daily tasks. This helps them to learn to keep their surroundings safe and orderly, and

develop useful skills for the future. These roles include an 'eco monitor'. This role includes knowing the importance of switching off lights to save energy.

- Children that need extra support to help them to make progress get it swiftly. Specially trained special educational needs coordinators work with the wider staff team. They implement strategies to help children progress with their social and communication development.
- The long-standing staff team are regarded very highly by parents. Parents feel part of the nursery family and feel included in their children's learning. They appreciate the detail their key person provides about how they help children to make progress. Home learning opportunities offered weekly help parents to continue learning away from nursery.
- Leaders work well with other professionals. They seek guidance to provide additional support for children with special educational needs. However, they do not consistently engage with other settings that older children attend. Opportunities to support children's continuity of education between settings are not always accessed.
- Occasionally, staff working with babies overlook opportunities to develop their understanding. For example, they have resources, interactive displays and pictures that they intend to use during singing and story times. However, these intended strategies are not always used consistently by all staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their designated safeguarding role very seriously. They ensure staff knowledge of local safeguarding procedures is accurate. Staff are confident to whistle-blow if they have concerns about the conduct of a colleague. Leaders provide refresher training to embed staff understanding of the signs of abuse. These include female genital mutilation, radicalisation and signs of neglect. The nursery premises are secure and risk assessments are frequently completed to help to minimise hazards. Staff are vigilant when moving children around the nursery. They complete registers to account for all children at these times. Children safely learn to manage their own risks while accessing forest school sessions. Children's medical needs and allergies are handled with high levels of care.

What does the setting need to do to improve?

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

- strengthen partnership working with other settings children attend, to ensure continuity of care and support is provided consistently
- provide more consistent opportunities for babies to develop their communication and understanding skills.

Setting details

Unique reference number	EY101776
Local authority	Cheshire West and Chester
Inspection number	10265320
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	0 to 10
Total number of places	102
Number of children on roll	154
Name of registered person	Headstart (Chester) Limited
Registered person unique reference number	RP902747
Telephone number	01244 382333
Date of previous inspection	2 June 2017

Information about this early years setting

Headstart Nursery and Pre-School registered in 2002. The nursery employs 38 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above, including three with qualified teacher status. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round. It provides funded early education for two-, three- and four-year-old children. The out-of-school club is open from 7.30am to 9am and from 3pm to 6pm, during term time, and from 7.30am to 6pm during school holidays.

Information about this inspection

Inspector
Dee White

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 leaders and has taken this into account in the evaluation of the nursery.
- The managers led the inspector on a learning walk and explained how the curriculum is planned.
- Discussions were held with staff, parents and children at appropriate times during the inspection.
- The inspector observed practice in all rooms and evaluated the quality of activities in the pre-school room, together with a manager.
- The inspector looked at documents, including staff qualifications, paediatric first-aid certificates, evidence to demonstrate the suitability of staff and nursery complaint records.
- The inspector tracked the experiences of children to determine the progress they make.
- Meetings were held with the managers and nominated individual to discuss their evaluation of the provision and the impact on children's progress.

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