

Inspection of Heathside Day Nursery

Heath Road South, Weston, Runcorn, Cheshire WA7 4QR

Inspection date: 8 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Leaders have worked hard to make some positive changes since the previous inspection. Staffing arrangements meet the individual care needs of children. New systems for risk assessment are robustly implemented by staff. This means that children are cared for in a safe and suitable environment. Children are happy, settled and clearly enjoy their time at nursery. They have close bonds with staff and seek them out for comfort and reassurance. Children play cooperatively and share their ideas. For example, they help each other to find sticks outdoors, work together to dig a hole, and pour each other a cup of tea in the role-play café.

Staff know children well and plan some meaningful activities and experiences that they know children will enjoy. However, children do not always receive consistently good-quality education. Staff do not consistently support children's developing communication and critical thinking skills. Therefore, not all children are supported to make the progress they are capable of. That said, babies do benefit from meaningful interactions with staff. Staff are alert to babies attempts at communication. For example, when they gesture that they want to sing, staff invite them to sit with them and sing their favourite songs and join in with the actions.

Staff do not always have high enough expectations for all children. Although some staff provide positive interactions, this is not consistent. Some interactions with children are weaker and do not allow them to participate fully at their own pace and level of learning. This is because some staff do not skilfully adapt their teaching or consider children's individual learning needs to build on what they know and can do, particularly those working with toddlers and pre-school children. As a result, some children lose interest and do not remain as engaged in planned activities.

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

- Leaders have realistic expectations of the nursery. The manager continues to support her staff and has action plans in place to help to develop their practice further. Furthermore, she works closely with staff to support their well-being and morale. Staff say that they feel happy in their work, supported by leaders, and part of a team.
- Staff have been provided with training and receive regular coaching and supervision from leaders. This has gone some way to improving their practice. However, these are still in their infancy and not yet having the desired impact to further raise the quality of teaching practice to a consistently good level.
- While staff understand that a focus of the curriculum is to support children's communication and language skills, the way that they implement some activities does not allow children to enhance their speaking skills and further develop their

vocabulary. For example, during a discussion with children about the life cycle of a caterpillar, staff often just repeat back to children what they have said, rather than providing a broader narrative to further extend the conversation. As a result, children are only required to give a 'yes' or 'no' answer.

- Children behave well and their attitude to learning is generally good. Staff use the books 'Colour Monster' and 'Worry Monster' to support children to talk about their feelings. However, staff do not consistently focus their interactions to support children's learning. For example, some staff fail to ignite children's curiosity through modelling, adapting their teaching, and reshaping activities. This results in children becoming disengaged and wandering off from activities.
- Children's physical development is supported well. They have access to a large, well-equipped outdoor space and are encouraged to play outdoors in all weathers. Children are interested in nature and living things. They excitedly search for bugs in the garden. When they find these, they demonstrate maturity as they handle them with care. In addition, children take part in local festivals and events, and have recently been on a bus ride. For some children, this is their first experience of using public transport. These activities broaden children's experiences away from the setting and help them to gain a wider understanding of their local area.
- In the main, children's independence is supported well. All children, including babies, have a go at serving themselves at mealtimes. Older children pour their own drinks and relish opportunities to help staff to set the table and tidy away resources. Older children manage their own personal hygiene needs and confidently put on their own coats and wellington boots.
- Children with special educational needs and/or disabilities are given timely support. The special educational needs coordinator (SENCo) has attended training and has relevant experience for her role. The SENCo helps staff to write targeted learning plans for children. Furthermore, she ensures that these are shared with parents and other agencies involved. The recent introduction of tailored one-to-one sessions and the use of visual cue cards and visual timetables do support children's social and communication skills. However, some children are not making the progress they could because the quality of education is not consistently good throughout the nursery.
- Partnerships with parents are a real strength. Leaders and staff have worked hard to include parents in all aspect of the nursery. Parents engage in daily discussions with staff about their children. They attend parents' evening and are invited to share their views on the quality of service they receive. Staff make good use of the electronic application and send out lots of useful information to help to support children's learning at home. Parents speak very highly of leaders and the staff. They describe the staff as 'brilliant' and say that they are 'dedicated to their children'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have attended safeguarding training. They fully understand their

roles and responsibilities to keep children safe. The premises are safe and fit for purpose. Robust recruitment, vetting and induction arrangements are in place, which ensure that all staff are suitable to work with children. Children gain an understanding of their own and others' safety. For example, they form a 'train' and wait for staff as they safely walk from the classroom to the bathroom.

What does the setting need to do to improve?

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

- implement an ambitious curriculum to better support children's good progress, particularly their communication, language and thinking skills
- focus staff interactions to build on what children know and can do, so that all children participate and remain highly motivated and engaged to extend their learning
- continue to embed the current arrangements for supervision and coaching of staff to help raise the quality of educational practice to the highest levels.

Setting details

Unique reference number	303439
Local authority	Halton
Inspection number	10266422
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	42
Number of children on roll	60
Name of registered person	Network Nurseries Limited
Registered person unique reference number	RP906985
Telephone number	01928 560243
Date of previous inspection	16 November 2022

Information about this early years setting

Heathside Day Nursery registered in 1998. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector and told her about their friends and what they like to do while at the nursery.
- Staff spoke to the inspector throughout the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children and the staff.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector held a meeting with with the manager, area manager and nominated individual. She discussed the leadership and management at the nursery and looked at relevant documentation.
- The inspector spoke to parents and took account of their views.

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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