

# Inspection of Headstart-On-The-Hill Nursery & Pre-School

St Marys Hill, Chester CH1 2DW

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Inspection date: 6 June 2023

**Overall effectiveness** **Good**

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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 thoroughly enjoy the time they spend at this exciting nursery. Staff provide rich opportunities that ignite curiosity and allow children to explore using their senses. For example, as children show an interest in a pineapple, staff provide knives and supervision to allow them to cut open the fruit and smell and taste it. Children shout 'cold' as they feel ice and attempt to 'save the dinosaur' that is inside. They use hammers to crack the ice and keep on trying when it becomes tricky. Children make good progress in their learning.

Children are confident and secure in their relationships with staff and each other. Staff consult them before changing their nappies. Staff praise children's efforts and offer a 'high five' as they achieve a task. Children respond well and try again. Relationships are caring and respectful.

Staff organise the day well, and children follow the good routines. Staff ensure that routines do not interrupt children's play. This allows children to continue their learning and to complete activities they are enjoying. Children show care for the environment and living things. Older children take part in litter-picking outings with staff in the community. Children water plants and touch them gently to explore how they feel. Staff behave in a calm way and use good manners when interacting with children. This helps children to understand the expectations from staff.

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

- Leaders place particular focus on ensuring children's communication and language development is supported. Staff model language well and introduce children to new words such as 'spiky' and 'separation' as they explore. Staff engage in thoughtful discussions with children and model the correct pronunciation of words. As younger children point to objects, staff name them. This supports children to learn new words.
- Children are adventurous in their physical play. They develop their core strength as they transport heavy containers and wheelbarrows full of water to add to their mixtures. Babies walk across balancing equipment and staff encourage them to jump off at the end. They beam with pride as they succeed and clap at their own achievement. Staff provide exciting experiences to support children in developing their confidence and physical skills.
- Staff are skilled at supporting children's creativity and imagination. They provide many opportunities for children to express themselves. Children have access to exciting resources that they use to enhance their role play. They invite staff into their play and enjoy dressing up together. Children enjoy exploring instruments as staff sing to them. They use wooden spoons to create sounds on metal drums and strum guitars. Babies wave scarves around and move in time to the songs

and are quickly soothed as staff sing to them.

- Partnerships with parents and families are positive. Parents feel fully informed about their children's care needs and development through regular information-sharing. Parents state that they could not be happier with the care that their children receive at this 'magical place'. They have noticed that their children have become more independent and grown in confidence since they have started at nursery.
- Staff support children to learn about different cultures and ways of life. Parents spend time in the setting, sharing songs from their own cultures and teaching children some words in different languages. Children proudly share the new words they have learned with visitors as they dance along to the music. This helps children to value their own identity and respect the similarities and differences of others.
- Leaders place a high priority on supporting staff well-being and practice. Staff are supported to further their qualifications and skills through supervision and training from leaders. However, there are still some minor inconsistencies in teaching. On occasions, some teaching is not well matched to children's stages of development. This means that some activities do not sequentially build on what children know and can do.
- Staff promote children's independence skills. Children independently wash their hands before mealtimes and after using the toilet. They serve their own food and wash their plates and cups once they have finished. Staff encourage children to sit on the potty as they have their nappy changed. Children develop good self-care skills.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand the steps to follow if they have concerns about a child's welfare or the conduct of a colleague. Leaders have embedded robust recruitment and vetting procedures to ensure that all staff are suitable to work with children. Risk assessments are in place to ensure that the environment is safe and secure. Children get involved and look carefully outside to check there are no hazards before their friends come out to play. Leaders work effectively with professionals from other agencies, such as social workers, and follow their advice to keep children safe.

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

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

- make more use of the strategies already in place to further staff's teaching skills to a consistently high level.

## Setting details

<b>Unique reference number</b>	EY439137
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10293602
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	102
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Headstart (Chester) Limited
<b>Registered person unique reference number</b>	RP902747
<b>Telephone number</b>	01244 325857
<b>Date of previous inspection</b>	10 January 2019

## Information about this early years setting

Headstart-On-The-Hill Nursery & Pre-School registered in 2012 and is situated in Chester. The nursery employs 33 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 2 or above, including 3 who hold qualified teacher status. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Rebecca Weston

## 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.
- Managers and the inspector carried out a learning walk together to discuss the intention for children's learning.
- Meetings were held between the inspector and the leadership and management team.
- Staff talked to the inspector about how they plan activities and what they do to support children's learning and development. They also explained the procedures that they follow to keep children safe.
- The inspector considered the views of parents through face-to-face discussions and written feedback.
- The managers and the inspector carried out two joint observations.
- Leaders showed the inspector documentation to demonstrate the suitability of staff.

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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