

Inspection of Heathside Day Nursery

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

Inspection date: 12 September 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders have worked with staff and other agencies to make the required improvements in the setting. The new manager has created a sequenced and exciting curriculum for all children. Staff have attended curriculum training and accessed other useful courses, such as supporting children's communication, language and thinking skills. As a result, the quality of education is much improved and outcomes for children are good. Staff now ask children more open-ended questions as they play and interact with them. In addition, they understand that they need to give children time to think and respond. As a result of this, children are confident communicators who enjoy taking part in discussions with the staff and their friends.

Staff take time to get to know children and their parents when they first join the setting. They gather lots of useful information about children and their families. Staff use this information to help them understand and plan for children's individual care and learning needs. As a result, children are supported to make good progress from the outset.

Staffing arrangements in the setting are now more settled. As a result, children are able to build secure attachments to key members of staff. All children, including children who are new to the setting, are happy and demonstrate that they feel safe and secure. Staff are good role models who have high expectations for children's behaviour. Their simple yet consistent reminders about conduct, alongside an abundance of praise, help children to understand their own and other's feelings. Furthermore, this builds children's confidence and helps them feel a sense of pride in their achievements.

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

- Due to new and improved arrangements for staff supervision and coaching, the implementation of the curriculum is now much better. This means all children, including children who are funded, make good progress across all areas of learning. Staff will benefit from even more incisive feedback and timely monitoring of their teaching practice, to enable consistently high standards of educational practice across the team.
- Staff model language well and engage in meaningful discussions with children. For example, staff respond to babies' babbles and encourage them to repeat single words. Staff introduce new words to toddlers, such as 'red car' and 'yellow lion' as they read their favourite books. Pre-school children confidently talk in a group. For instance, they vividly recall and talk about their home life experiences.
- Staff regularly observe children. They use what they know about children to plan

a broad range of activities and experiences that are linked to their interests and support their individual next steps. However, some staff do not share assessment information in a timely way when children move to a new room in the setting. This does not best support children's continued progress at this time. That said, other routine assessments carried out by staff are timely and, as a result, children's learning and development are overall, supported.

- Overall, staff purposefully interact with the children. For example, babies are encouraged to develop their core-muscle skills as they practise sitting up. Toddlers refine their small-muscle skills as they copy staff and make snips in dough with scissors. Staff challenge older children to predict how many scoops of water it will take to fill a large jug. However, staff do not always reshape and adapt activities to suit all children's preferred way of learning. As a result, some children become frustrated and their learning is momentarily interrupted.
- Staff are good role models. As a result, children develop good manners and respect for others from an early age. Children say please, thank you and excuse me without any prompting from the staff. Additionally, children are kind and extremely helpful. Staff support children to become increasingly independent. For example, they encourage children to serve themselves meals, pour their own drinks and have a go at placing on aprons and coats.
- Children have access to a large and well-equipped outdoor area. This provides many opportunities for them to practise their physical skills. For example, children confidently scale the climbing frame, ride bicycles and scooters, and they have lots of space to run freely. Additionally, children learn about wildlife as they safely observe and talk about the wild rabbits with the staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of safeguarding and child protection. This includes what they need to do should they have concerns about a colleague or a member of the senior leadership team. The recruitment and vetting of staff are robust. The setting is safe and secure. Staff understand and implement the setting's policies and procedures well. As a result, children play and learn in a safe environment, both indoors and outdoors.

What does the setting need to do to improve?

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

- continue to embed the new arrangements for staff coaching to raise the quality of educational practice to the highest levels across the team
- support staff to shape and adapt activities in a timely way to better support children's preferred ways to learn
- strengthen information sharing as children move through rooms in the setting.

Setting details

Unique reference number	303439
Local authority	Halton
Inspection number	10286321
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	41
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	8 March 2023

Information about this early years setting

Heathside Day Nursery registered in 1998. The nursery employs 12 members of childcare staff. Of these, 11 staff hold an appropriate early years qualification at level 2 or above. The manager holds early years professional status. The nursery opens from Monday to Friday, 7.30am to 6pm, all year round. The nursery is in receipt of funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- The inspector discussed and continued impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to the children, to find out about their time at the setting.
- The inspector spoke to the staff throughout the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager carried out a joint observation with the inspector.
- The inspector spoke to the provider, manager and area manager about the leadership and management of the setting.
- The inspector spoke to several 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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