

# Inspection of Newhouse Nursery

144 Newhouse Road, Blackpool FY4 4JN

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Inspection date: 17 October 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter the setting happy to start their day. Staff work closely with parents and children to form strong bonds. This helps children to feel safe and secure. Staff are good role models for children. They are kind and nurturing. Children behave well and are developing positive attitudes to learning. Staff ensure that all children have the time needed to support them to settle effectively. Leaders and staff have a thoughtful approach to calm children's anxieties about separating from their parents for the first time. These tailored procedures mean staff get to know children well. Children thrive on the praise they receive from staff for their efforts and achievements. This helps to build their self-esteem and confidence.

Staff engage with children on their level and provide them with choices throughout the day. Consequently, children are becoming confident individuals. Staff reflect on children's interests and next steps in learning when planning activities. For example, children enjoy local walks in the community, such as to parks or the pond nearby, where they feed the ducks. This broadens their knowledge of the world around them. When children transition between rooms, staff share information about where children are in their learning and development. This helps to ensure that children's learning journey is seamless.

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

- Leaders recognise the importance of valuing staff's well-being. They have reduced the workload of staff successfully. As a result, staff morale is high and they feel appreciated and listened to. Staff benefit from a robust cycle of observations of practice and supervision meetings. Professional development opportunities are carefully considered to help staff to enhance children's learning and development.
- Relationships with parents are a strength of this nursery. Parents are positive about the communication they receive via an online learning portal. Staff share newsletters and invite parents into the nursery for open days, stay and plays and special events. Parents are well supported to continue children's learning at home.
- Support for children with special educational needs and/or disabilities (SEND) is carefully considered. The special educational needs coordinator assists staff in recognising when children may need additional interventions and helps them to implement effective strategies. Staff work closely with parents, schools and professionals to ensure that children receive continuous support and guidance. Children with SEND make good progress from their starting points.
- Children enjoy accessing the safely enclosed outdoor space. They take calculated risks to climb and balance, learning to keep themselves safe. Staff play games such as hide and seek. However, the outdoor curriculum does not

always provide children with challenge. Sometimes, children wander with little engagement and focus.

- Staff place a strong emphasis on helping children develop independence skills. Pre-school children use cutlery and independently wipe their noses and put the tissue in the bin. Children have a strong 'can-do' attitude. Staff ensure that children are able to communicate their needs. Children are learning how to keep themselves healthy.
- Staff read stories to children throughout the day. They ensure that children have access to a wide range of age-appropriate books. Children regularly visit the nursery lending library and frequently take books home to read. Staff talk to children about favourite books and encourage them to share their ideas about characters. Children are making good progress in their early literacy skills.
- Staff provide a rich learning environment that sparks children's interest and curiosity. Staff know the children well and introduce new vocabulary, such as 'pumpkin, slimy' and 'octopus'. However, during some activities, staff do not appropriately challenge all children's learning. For example, less-confident children do not always benefit from consistent interactions. This means that children receive slightly different experiences in developing their early speech.
- Staff teach children how to respect others. Children follow the nursery's 'Golden Rules' which clearly set out the expectations of how they should behave. They are regularly provided with experiences that support skills, such as sharing and turn taking. Children learn to listen to others and take turns as they play games together and share their toys.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust recruitment systems in place to ensure that staff are suitable to work with children. All staff receive regular safeguarding training and have a clear understanding of the signs that may indicate children are at risk of abuse. Staff know what action to take if there are any concerns about children's welfare or about the conduct of a colleague. Staff ensure that the premises are clean, safe and secure. There are clear procedures in place for responding to, and recording, any accidents or injuries that occur.

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

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

- focus curriculum planning more precisely, particularly outdoors, for those children who prefer to learn outdoors
- strengthen the implementation of the curriculum to ensure that all children receive experiences that offer appropriate extension to their learning, so that they remain engaged.

## Setting details

<b>Unique reference number</b>	2634432
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10285915
<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 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	MiChild Blackpool Limited
<b>Registered person unique reference number</b>	2634435
<b>Telephone number</b>	01253 693998
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Newhouse Nursery registered in 2021. The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, six at level 3, one at level 2 and one holds qualified teacher status. The nursery opens Monday to Friday from 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**  
Suzy Marsh

## 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 nursery and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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