

Inspection of Haltwhistle Little Star

Woodhead Lane, Haltwhistle, Northumberland NE49 9DP

Inspection date: 5 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

A key strength of this welcoming nursery is the relationships between staff and children. Staff provide a nurturing, caring approach for all children that helps them to separate quickly from their parents and explore their environment with confidence. Children sit cuddled up close to staff as they look through family photograph books and talk about important people at home, including their pets. Staff ask children questions and engage them in conversations about their adventures with their families. Children talk about their pet dog having puppies and helping to care for them. This helps to develop children's communication and language skills.

Staff have high expectations for children's learning, and implement an ambitious programme of activities that help children to develop the essential skills for future learning. Staff encourage children to develop good levels of independence. Children spend time in the role-play area learning to dress themselves, and they practise putting on coats ready for outdoor play. They choose from a wealth of resources, and staff sensitively follow children's lead during play. Staff model thinking skills and encourage children to make predictions as they play. This includes during sand play games when children discover hidden objects. Staff encourage children to count and weigh, and develop an understanding of capacity and volume. This helps to promote children's mathematical development.

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

- Managers continuously evaluate the setting. They gather the views of staff, parents and children to help to identify and address emerging weaknesses in practice. Supervision sessions are regularly completed. Furthermore, staff complete practice observations of each other. This helps to identify any training needs. Staff positively comment on the support that managers give them, and talk confidently about recent training that they have completed about how babies develop and learn.
- Managers and staff work closely with parents, and share information about children's learning and development. Parents provide photographs and observations of their children at home. Furthermore, staff encourage parents and children to take library books home to read together. This helps to provide a continued approach to children's learning.
- Children develop good physical skills. They confidently peddle around the outdoor area on trikes and in toy cars. Staff are enthusiastic and engage children in imaginative play, following children's interests in stories. Children excitedly look for a bear hiding in a cave. They listen and respond to instructions and move their bodies as they stomp, run, and jump through mud and grass.
- Managers and staff complete regular risk assessments to ensure that the setting

remains safe and secure. They encourage children to develop an awareness of how to keep themselves safe. For instance, children are supported to find a dustpan and brush and help to sweep the floor after sand play.

- Managers and staff demonstrate a good understanding of safeguarding procedures. This includes understanding the role of the local authority designated officer and how to respond to allegations made against staff. They are aware of their responsibility to recognise and respond to concerns about the welfare of a child.
- Staff interact positively with children. They ask well-timed questions to help to develop children's thinking skills. They encourage children to understand the importance of staying healthy. For instance, children independently wash their hands and take part in dental role-play games. Staff talk to children about how to care for their teeth and why it is good to make healthy choices.
- Children spend time making marks using chalks in the outside area. Staff talk to children and comment on the marks they make. In addition, children use paint and different media to make celebration cards for family members. This helps to develop children's literacy skills.
- Staff are positive role models. They encourage children to develop friendships and good social skills. In the main, children behave well. However, staff do not routinely remind children about how their behaviours may impact on others.
- Children are aware of what happens next in the nursery routine. However, at times, children are left waiting too long before staff introduce the next part of the routine, such as outdoor play or mealtimes. This means that some children become distracted from their activities.
- Managers and staff work closely with other professionals, including schools that children attend. The special educational needs coordinator is aware of the importance of sharing information and putting strategies in place at the setting to help children to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider ways to build on children's understanding of boundaries and how their behaviours may impact on others
- review key routine times of the day, such as mealtimes and outdoor play, to ensure that children do not wait too long and remain engaged in their activities.

Setting details

Unique reference number	EY278887
Local authority	Northumberland
Inspection number	10307855
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	1 to 3
Total number of places	50
Number of children on roll	21
Name of registered person	Haltwhistle Little Star Pre-School
Registered person unique reference number	RP905102
Telephone number	01434 322233
Date of previous inspection	21 March 2018

Information about this early years setting

Haltwhistle Little Star registered in 2004 and is located in Haltwhistle, Northumberland. The nursery employs three members of childcare staff. Both managers hold early years professional status. The nursery opens from Monday to Thursday for 50 weeks of the year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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.

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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