

Inspection of Heaton Lodge Children's Nursery Ltd

Heaton Lodge Nursery, Heaton Lodge, Walkers Lane, LEEDS LS12 4AF

Inspection date: 10 May 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

Children are eager to arrive at this family friendly nursery and look forward to seeing their friends. Staff build positive relationships with families and welcome children warmly. Children develop strong bonds with their key person and wave to them when they see them. They show they feel safe and secure in their care. Babies go to staff for comfort and snuggle in for reassurance. Staff plan a safe and stimulating environment for children to learn. They encourage children to have a positive attitude to their learning. Children are happy and quickly engage in their play and their behaviour is good. The special educational needs coordinator works effectively with outside agencies to support children who need additional help. Children, including those with special educational needs and/or disabilities make good progress.

Children's physical skills are well supported. Staff encourage babies to take their first steps and offer challenge as they encourage the babies to go up small steps, as they hold the adults hands. Older children learn to pedal a tricycle. Children develop their small muscles. They use tools to scoop and fill containers. Young children explore mark making using their hands and older children learn to use tools. They master the art of using tongs to pick up their food. Children develop the skills they need for when they move on to school.

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

- Staff promote children's independence very well. There is a clear progression of skills across the nursery and children build on what they know and can do. Babies learn to feed themselves and older toddlers are supported to serve their food. Pre-school children become confident in carrying their plates to the table and serve their own food. Children become independent learners.
- Mealtimes are a social time. Staff sit with babies as they encourage them to feed themselves. They talk with toddlers about the foods they enjoy. Older children engage in conversations with their friends when they sit at the table and eat their lunch. Children build positive relationships and develop good social skills.
- Children listen to a range of stories, songs and rhymes. Staff sing with children throughout the day. Babies enjoy shaking musical instruments as staff sing action songs. Older children listen to stories as they learn about life cycles. Staff provide a lending library for children to choose a book to take home.
- Overall, children's communication and language is well supported. Staff comment on what children are doing and ask questions, giving time for children to respond. They speak clearly and introduce new words. For example, staff repeat the word 'pop' to babies, and they pop the bubbles. They repeat the word 'stomp' when talking about how the dinosaurs move. However, sometimes, staff do not always repeat the correct words back to younger children, for

example they repeat the words 'baa baa' for sheep and 'foodies' when talking about food. This does not consistently support children to develop their use of spoken language.

- Staff are very supportive of children and families. They provide stay-and-play sessions and welcome parents into the nursery. Parents are very happy about the care their children receive and comment staff, 'go above and beyond' to support their needs. Children enjoy building friendships and have come on 'leaps and bounds' since starting the nursery. Parents feel their children are in 'safe hands' and report their children welcome the care and love from staff.
- Staff feel very supported in their roles. Leaders and managers give a high priority to staff well-being. Staff value the support and training they receive in their new roles. Leaders and managers implement effective supervision sessions that provide the opportunity for staff to discuss their key children and any areas of concern.
- Leaders and managers plan a curriculum to support children to develop the skills they need for their move on to school. However, sometimes, staff do not always fully understand the intent of the curriculum to be able to implement this consistently. For example, planning for a 'book of the month' is not consistently implemented. Staff do not always consider the intent of focus activities when completing the activity. This means that, sometimes, staff are not always clear on what they want children to learn from the activities they provide.

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:

- support all staff to consistently model correct language when repeating words back to children
- clarify the curriculum intent so that all staff fully understand and can implement this consistently, particularly during focus activities.

Setting details

Unique reference number	EY431558
Local authority	Leeds
Inspection number	10338918
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	75
Number of children on roll	121
Name of registered person	Heaton Lodge Children's Nursery Ltd
Registered person unique reference number	RP902210
Telephone number	01132319989
Date of previous inspection	25 September 2019

Information about this early years setting

Heaton Lodge Children's Nursery Ltd registered in 2011 and is located in Leeds. The nursery employs 26 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3 or above, including one who holds early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

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 manager and has taken that into account in their evaluation of the nursery.
- The deputy managers, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The deputy managers and the inspector carried out a joint observation during a focus activity.
- Parents shared their views of the nursery with the inspector.
- The manager 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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