

Heaton House

Inspection report for early years provision

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Inspector Vickie Halliwell

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Heaton House nursery is privately owned and managed privately. It registered in 2000 and operates from a detached Victorian building standing in its own grounds. The large two storey property has children's bathrooms on both floors within easy access of all playrooms. The ground floor is used to provide care for children from birth to three years old and pre-school children are cared for on the first floor. All children share access to a secure outdoor play area. The nursery is situated close to Bolton town centre and is easily accessed by bus and has onsite car parking facilities. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is registered for 40 children under eight years, of whom no more than 40 may be in the early years age group. There are currently 75 children on roll. The nursery provides funded early education for three and four year olds.

The setting is open five days a week from 8am until 6pm all year round with the exception of one week at Christmas and bank holidays. The setting is accessed via several steps and is located on two floors. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are a team of 19 staff who work directly with the children, of whom 17 hold National Vocational Qualification at Level 3 and two are working towards these. In addition, the nursery employs a cook and two administrative staff. The owner is an early years teacher, she holds a Bachelor of Arts degree and the Early Years Professional Status. The manager has completed her Early Years Foundation Degree and another member of staff is working towards this. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Leadership and management is strong, the management team are very committed to the continued development of the setting, self-evaluation is well established and the setting capacity to improve is strong. Children's individual needs are appropriately met, close working relationships with parents help ensure staff caring for babies are well informed about changing individual care needs and routines. Children are making good progress in their learning and development. Children over two benefit from an exceptionally rich provision and are often expertly supported by key staff, who tailor activities to ensure each child is offered enjoyable and challenging experiences across all areas of learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop parents awareness of the setting's safeguarding policy, particularly in relation to allowing other parents and visitor to enter the building

- ensure equipment used for sleep times is suitable for purpose
- promote further the learning and development of babies, so that, through play they can learn at their highest level.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Staff benefit from regular training which ensures they are aware of possible indicators of abuse and are clear about their responsibility to record and report their concerns. The setting have a designated child protection officer, who regularly reviews the setting's safeguarding policies and procedures to ensure they reflect Bolton's Framework for Action. Clear guidance is prominently displayed, to ensure appropriate steps are taken to safeguard children, in the event of an allegation being made against a member of staff. Staff are vigilant about children's safety and security within the setting. They routinely share details of the settings safeguarding procedure with parents, including the importance of not allowing other parents and visitors into the setting. However, not all parents implement this policy, however, staff quickly intercept anybody allowed entry by parents to ensure children are safeguarded. Recruitment and vetting procedures are strong and all adults have undergone checks to ensure their suitability, which further safeguards children. Risk assessments are documented and appropriate steps are taken to minimise hazards, consequently children move and play safely within the setting. Established procedures are well implemented and rigorous risk assessments are completed to ensure children's safety on outings.

Leadership and management is strong, the management team are very committed to the continued development of the setting. The Ofsted self-evaluation form and other quality assurances processes are used as the basis for ongoing internal review. The management team are aware of strengths and areas for development within the setting, identified improvements, such as the development of the outdoor area are well targeted to help improve outcomes for children. The manager has a sound knowledge of the statutory framework and fully understands her responsibility to comply with conditions placed on the setting's registration. However, at the time of the inspection the provider was caring for two more children than the conditions of registration allow. The provider gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action. Children throughout the setting benefit from spacious playrooms and at all times required staff to child ratios are maintained. The setting also employs administrative staff and a cook to ensure staff caring for the children do not have to undertake additional duties. Individual rooms are very well maintained and are appropriately equipped to meet the developmental needs of each group of children. Records required for the safe and efficient management of the provision and to meet children's individual needs are satisfactorily maintained. Children attendance is clearly documented and great care is taken to gather information from parents at admission in relation to children's individual needs and routines. Systems to ensure the safe storage and administration of medication are in place. A record is maintained of all medication administered and parents are informed, however, two systems are currently in operation, as a result, records of medication

administered are not always recorded in the setting's medication file.

The setting provides an inclusive service, children who speak English as an additional language are very well supported and the setting liaises with external agencies to ensure children receive the support they need. Strong partnerships with parents contribute significantly to children's achievements and well-being. Parents are very well informed about all aspects of the provision both verbally during the admission process and via an informative parents pack. Parents are signposted to the operational plan which contains a full copy of all policies and procedures and is easily accessible in the reception area. Notice boards are well used throughout the nursery to highlight current themes, illnesses within the setting and general items of interest. A large board in the reception area is used to raise parents awareness of safeguarding and provides advice for parents on what to do if they are worried a child is being abused. Mutually respectful relationships are evident between staff and parents and information is routinely exchanged verbally. In addition, termly newsletters, daily diaries and parents' meetings encourage the continual exchange of information. Yearly questionnaires and a suggestion box are used to gather parents' views which help inform the setting self-evaluation and priorities for improvements. Following the last survey the setting improved the rear entrance and updated the menus. Partnerships with other settings who also deliver the Early Years Foundation Stage are good, to aid children's transition into school, reception class teachers are invited into the nursery. Staff also contact other pre-school settings that children attend, to help ensure continuity in their care and learning.

The quality and standards of the early years provision and outcomes for children

All aspects of children's welfare are well promoted by a caring and consistent staff team, who value children's unique contribution to the setting and delight in the progress they make. Children benefit from close emotional relationships with key staff and older children enter the setting enthusiastically, eager to participate in new experiences and opportunities. A key person system is in operation throughout the nursery and children demonstrate secure attachment to key workers, but have also formed warm and trusting relationships with other staff within the setting. Older children display a very strong sense of belonging. They are proud of their nursery and are eager to share details of what they have been doing with visitors to the setting. Children's personal, social and emotional development is particularly well fostered, staff work closely with parents to ensure they can support children through new experiences. For example, if children are concerned by the impending arrival of a sibling, staff encourage children to engage in role play caring for a baby doll, children are able to take the doll home and share stories about new babies with their family.

Children's good health is promoted. Children are encouraged to make healthy choices about what they eat and enjoy a range of well-balanced and nutritious meals, which are freshly prepared by the cook. Individual dietary needs and preferences are well catered for and menus are shared with parents. Children are

learning about the importance of good personal hygiene through routine procedures and simple explanation, for example, a child asks if they can touch the snail, the member of staff explains they can but then they will need to go and wash their hands. Younger children rest and sleep in accordance with individual needs and routines. A separate quiet room is available after lunch and children are settled on individual beds and soothed to sleep by staff, whilst listening to music. However, on the day of inspection, a child feel asleep earlier in the day and was placed in a small reclining chair, whilst the child's safety was not compromised as they were very closely monitored by staff they did not benefit from the comfort usually afforded to children when they sleep.

Children thrive in a safe, secure and challenging learning environment. The educational programme is well planned and pre-school children benefit from an outstanding educational provision. Consequently, they are making rapid progress towards the early learning goals in all areas of learning and are acquiring key skills in communication, literacy, numeracy and information and communication technology. Staff know the children very well, they complete continuous observational assessments and use the development matters stages to track children's progress which helps identify any gaps in the educational provision or areas where individual children need further support. Provision for two year olds is also very strong, children receive high levels of support from staff. They move purposefully and make meaningful choices about their play. Children throughout the nursery benefit from well-resourced rooms, however, the range of play materials and the continuous provision of a vast range of resources and activities in both the toddler and pre-school room are exceptional. Babies benefit from a suitable range of activities and experiences, staff plan activities and routinely encourage children's emerging language. They have daily access to outdoors, although they do not fully benefit for the rich experience enjoyed by the older children.

Children are active, inquisitive and independent learners, who play an active role in their learning. Staff provide an excellent balance of adult-led and child-initiated activities, pre-school children contribute to planned activities sharing their thoughts and ideas for topics and themes. Activities are routinely delivered through indoor and outdoor play and the provision for outdoor learning is a key strength. Planned learning and expert staff support enhances children's outdoor play. Children delight in the opportunity to investigate the exploration area, turning over logs and looking under cardboard to find insects. Children marvel as they watch a snail move along the deckboards, they are able to identify the difference between a snail and a slug. Staff extend children's learning placing the snail on a piece of paper so children can see the shiny trail. Magnifying glasses and bug holders are used so children can examine them more closely. Children continue the search for other insects independently, they are excited by the discovery of cobwebs and explain they are looking for the spider. Children have many opportunities to learn about the natural world, they watch caterpillars turn into chrysalis and understand they will emerge as butterflies.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met