

Heaton House

553 Chorley Old Road, Bolton, Lancashire, BL1 6AE

Inspection date	06/11/2014
Previous inspection date	21/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is good. Children are eager and motivated to learn. Staff are skilled in providing for their individual needs, ensuring that every child makes good progress considering their starting points.
- Children are very settled and content. Staff provide a caring and nurturing environment that effectively promotes their emotional well-being.
- The key-person system is well established and successful at engaging parents in their children's learning. This cohesive approach makes a strong contribution to children's care, learning and development.
- Safeguarding procedures are strong. All staff have attended safeguarding training and have a good understanding of their responsibilities to keep children safe.
- The monitoring and self-evaluation processes are well organised and effective in maintaining continuous improvement in staff performance and all aspects of the provision.

It is not yet outstanding because

- Information gained from parents on entry, does not always provide staff with the detailed information they require to help them to further plan for children's future learning needs.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed teaching and learning activities in all of the playrooms and the outdoor area.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector conducted a joint observation with the Early Years Professional.
- The inspector checked evidence of the suitability and qualifications of all staff working with the children, a selection of documentation related to children's learning and welfare and the provider's self-evaluation.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Joanne Parrington

Full report

Information about the setting

Heaton House nursery was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a large two-storey detached Victorian building in the Heaton area of Bolton, Lancashire. Children under the age of three are cared for on the ground floor and pre-school aged children on the first floor. All children share access to a secure, enclosed outdoor area. The nursery serves the local area and the wider community. It operates Monday to Friday, between the hours of 8am and 6pm, all year round with the exception of public holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 72 children attending in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 15 members of childcare staff, including the manager, all of whom have appropriate early years qualifications from level 2 to level 6. Two members of staff hold Early Years Professional status. The nursery also employs two part-time cooks and two administrative staff. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the depth of information gathered from parents about children's learning and development on entry to the nursery in order to further enrich the planning process.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in all aspects of their learning and development. Staff have a secure knowledge and understanding of the Early Years Foundation Stage and deliver strong and consistent teaching, that is tailored for each individual child and covers the seven areas of learning. Planning arises from accurate observations of children's efforts and achievements as they learn through play. Children have opportunities to engage in child-initiated play as well experiencing a variety of adult-led activities. The good quality teaching ensures staff make good use of activities, such as counting games, to encourage children to count and use mathematical language. They ask questions, for example, 'what number have you got? What other numbers do you need to make your caterpillar?' As a result, children count reliably with numbers from one to 10, and carry out complex mathematical sums. Staff are skilled in adapting this particular activity to meet individual children's needs and stages of development. Children use number lines as a reference when counting and finding the numbers they need. Staff provide a wide range of

materials, resources and sensory experiences to enable children to explore colour and texture. For example, babies enjoy exploring with cornflour and water. Babies smile, babble in response and look to staff for support while enjoying the sensation of the mixture poured gently onto their hands and arms and they soon copy staff's actions, pouring it on each other's hands with delight.

Children are successfully challenged and demonstrate the characteristics of effective learning. They are active and engaged as the good-quality teaching nurtures their play and ensures they are well prepared for their future learning and move on to school. Children are effectively supported in the acquisition of language as they listen to stories and engage in good quality conversations. These story times are also used to develop younger children's speech and to introduce colours, number and shapes. For older children, stories are more complex and children show anticipation and are eager to join in. Children delight in listening to stories and learn to sit alongside other children harmoniously. Additionally, early phonics are introduced to further support their language and communication development.

Staff fully understand the important role that parents play in their children's learning. Parents are very well informed about the Early Years Foundation Stage because staff explain how activities support children's learning and how they can further support them at home. Additionally, this is reinforced by parents having access to a secure online system, where they can access their child's learning journal, view observations, photographs and add any comments of their own. At the initial visits, staff gather information about children's likes and dislikes, and some information regarding their development. While this gives staff a starting point to begin to plan individual learning experiences, there is scope to extend the information gathered from parents to provide more detail from which to make initial assessments more sharply focused, so children make even better progress from the outset. Staff use a tracker document to note children's progress over time. Relevant support and guidance documents are used as a reference to allow them to identify if children are operating within the expected bands of development for their age. Parents speak highly of the nursery and staff, making comments, such as, 'I am really happy, staff are lovely' and 'my child loves coming, staff do lots of fun things with them'.

The contribution of the early years provision to the well-being of children

Children and their families are warmly welcomed into this friendly nursery. Children have their own designated peg and named drawer, which they use daily to hang their coats and store the belongings that they have brought from home. Therefore, children's sense of belonging is strong. The key-person system successfully helps children to settle, as they are supported by a familiar and close adult. Consequently, their emotional well-being and personal and social skills are enhanced. Children flourish and they positively grow in confidence and self-esteem as they form highly secure attachments to staff. This enables children to be very confident in exploring the playrooms, making selections from the good range of resources and making decisions appropriate to their age and stage of development. Children show their feelings of security as they readily smile, laugh and giggle in staff's company. They seek cuddles and reassurance from the nurturing staff

when needed.

The emphasis on the promotion of personal, social and emotional development as a basis for learning, prepares children well for the next stage in their learning, such as when they start school. Staff talk to children about the imminent change and enhance the areas of provision to further support their next journey. The nursery has good partnerships with the local schools and invites teachers into the setting to meet the children in their comfortable and secure surroundings. Staff also share development information so that teachers have a good basis to further develop their learning. The move up from one room to the next within the nursery is also supported well. Children visit the new room and are supported and given time to make the adjustment. Children are supported by their key person to settle and to continue to make good progress in their learning and development. Consequently, children are emotionally prepared for the times of change. Children who speak English as an additional language and those children with special educational needs and/or disabilities are supported well. The staff work closely with their parents and with any other agencies who are involved, to discuss how their needs can be met most effectively.

Children learn about healthy lifestyles through moving between the indoor and outdoor high-quality and well-resourced learning environments. Staff know their key children very well and adapt activities according to their preferred learning environment. This gives children the best opportunities to learn and be engaged. Outdoors, children are kept physically fit and healthy, and they learn to coordinate their movements as they pick up balls, ride wheeled toys and delight in running and exploring how their bodies work. Children learn about good hygiene routines and from a young age are encouraged to independently take themselves off to wash their hands, with a member of staff close by for support. They all know they must wash their hands after using the toilet, before eating, and when they come in from their adventures outdoors. Staff talk to children about the importance of washing their hands to make sure they are clean before they eat their lunch to make sure there are no germs. Meal times are sociable occasions. Children independently enjoy tucking into their healthy, well-balanced cooked lunch and confidently use their cutlery. Dietary needs and preferences are discussed with parents and are adhered to carefully to maintain children's health and well-being.

Children are beginning to take some calculated risks in their play and this helps them to understand dangers in the environment and their individual limitations. For example, outdoors children make their way across a climbing wall, taking care not to fall. The pre-school children demonstrate their understanding of being safe when walking down the stairs to go and play outside. They are clear on the procedure of walking down the stairs in single file and holding on to the hand rail. Staff are positive role models and deal with children's behaviour accordingly and consistently. On the rare occasion staff do have to intervene they get down to children's level and talk to them calmly, explaining the importance of being kind to friends. Staff use praise and encouragement and value the achievements that are made, therefore, promoting children's confidence and self-esteem. The staff model courteous language, such as please and thank you so children learn from their example.

The effectiveness of the leadership and management of the early years provision

Safeguarding procedures in the nursery are rigorous and effective in ensuring that children's welfare, care and development is assured. All Staff have completed safeguarding training and demonstrate a high level of understanding about their role to protect children in their care. They know what procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. The contact numbers of the relevant agencies are readily available. Staff supervise children well, consequently, children are suitably protected. Procedures regarding the use of mobile phones and cameras in the setting are clear and are implemented effectively. Robust, safer recruitment and selection procedures are followed to check that new recruits are suitable for their role. Identity checks, qualification verification, reference checks and clearance checks are all carried out. Appropriate staff induction processes are in place. The manager monitors staff performance through supervision and targeting of training to match any identified needs for development. All staff are well qualified and this ensures a strong staff team is in place to support each other in meeting children's needs. Peer-on-peer observation is used to ensure that best practice is disseminated throughout the nursery.

The learning and development requirements are clearly understood by the manager and staff. Staff are well qualified with a range of experience and as a team, they consistently plan for and review children's learning and the experiences they provide. The Early Years Professional monitors the staff's assessment of the progress children make across all areas of learning and analyses the data to identify any areas of learning where children may have gaps. This enables her to identify any possible further training needs for staff and to ensure any identified gaps in children's learning are speedily addressed. This contributes to the nursery's ongoing commitment to further improvement and to providing the best outcomes for all children.

A strong culture of reflection and evaluation of practice is promoted well. Staff seek out the views of parents and children to identify areas of weaker practice and use these to inform well-targeted plans for improvement. The recommendations made at the last inspection have been addressed and practice has evolved. This has resulted in a much stronger observation, assessment and planning system, matched to children's individual needs, particularly for babies. Parents comment on how well their children are gaining skills for the future and express their deep appreciation of the progress their children are making and the friendly, caring approach of the staff team. The nursery is well established within the community and builds effective, positive partnerships with other professionals and agencies to identify and meet children's individual needs. This includes links with other settings and with local schools children will be attending in later years, in order to support children and their families during times of change.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	316000
Local authority	Bolton
Inspection number	868334
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	72
Name of provider	Joyce Lorraine Baxter
Date of previous inspection	21/06/2011
Telephone number	01204 494 888

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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