

Heath Farm Day Nursery

The Granary, Heath Road, Dunholme, Lincoln, Lincolnshire, LN2 3QD



Inspection date

18 June 2015

Previous inspection date

27 May 2009

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

Summary of key findings for parents

This provision is good

- Staff carry notepads to capture children's new learning. They note down what children need to do next. Accurate assessments of learning and regular summaries of children's development mean that all children make good progress.
- Children are very settled. They move confidently between the indoor and outdoor areas. Older and younger children play well together and their behaviour is very good. This is because staff are consistent and support children to resolve any minor disagreements.
- Parents are exceptionally well involved in their children's learning. Starting points are determined together. Wow moments describe what children have been doing at home and are added to children's special books. This shared learning is supporting the progress that children make.
- Children's safety is given high priority. Suitability checks are completed for staff and students, and recruitment and induction procedures are extremely robust. Consequently, all staff speak confidently about how they keep children safe.
- The manager demonstrates outstanding practice when working with children and is an excellent role model. She and the management team continually set targets for improvement. This demonstrates their capacity to improve outcomes for children.

It is not yet outstanding because:

- Staff occasionally miss opportunities to challenge and extend children's independent learning so that they can make more rapid progress.
- Management do not yet track groups of children so that they can clearly see and analyse how they are making progress.

What the setting needs to do to improve further

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

- strengthen staff supervision so that it is more precisely targeted on supporting staff to develop higher-quality teaching skills, for example, by observing how staff support and challenge children's independent learning so that they secure more rapid progress
- develop the monitoring of children's progress to clearly identify and analyse how different groups of children are progressing.

Inspection activities

- The inspector had a tour of the nursery premises.
- The inspector observed practice and completed a joint observation with the manager.
- The inspector observed staff and their interactions with children throughout the day.
- The inspector viewed documents regarding staff suitability, qualifications and recruitment procedures.
- The inspector had a meeting with the manager, owner and area manager.
- The inspector spoke to parents and took into account their views.

Inspector

Kathy Kilner

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff at this lively and friendly nursery know their key children and how they like to learn. They listen to what parents say about their children and share any new learning or next steps they have noted. Staff regularly observe children as they play, assessing this learning to make sure children are making good progress. Babies actively explore paint, make marks and sounds. Staff roll balls and ask them to name who they are rolling it to. This supports their language and helps them to develop friendships. Toddlers explore resources that can be used in many different ways. They explore how lids can be fitted on to boxes and how they can move resources round in a variety of bags. This is supporting their early understanding of mathematics. Staff ensure that they communicate effectively with other providers. This helps to secure the best outcomes for all children and to prepare them for school. Older children are supported to look at individual letters and the sounds they make, for example, the letter at the beginning of their name or an animal in a farm box. Staff successfully use a range of good teaching skills to engage children in their learning. However, there are occasions when staff do not follow and extend children's interests. This means there are missed opportunities to engage them in something they are eager to learn about.

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

Children show how secure they feel at nursery as they confidently move around and interact with new people. The move between rooms is not rushed, as children are given time to settle and this shows in their confidence and self-esteem. As they move on to school, staff look at what will make a difference to how children will settle. For example, they recognise how physical education lessons can be daunting if children cannot dress and undress themselves. They practise this skill in preparation. Children have opportunities to prepare food with the cook and learn, for example, the difference between cucumber and courgettes. They have ample opportunities to develop their physical strength in the very well-resourced outdoor area. Resources, such as the climbing wall, encourage children to consider how to keep themselves safe.

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

The management team work closely together to ensure that they meet all of the requirements of the Early Years Foundation Stage. Many staff are qualified to level 3 and above and this is having a positive impact on the quality of teaching. They ensure that the training they attend improves practice for children. The recruitment and induction procedure is extremely robust. Staff are set measurable targets, shadow experienced staff and receive feedback on their performance. However, although supervision after induction is regular, it is not as robust. This means that practice has remained good but has not progressed to a consistently higher level. Management effectively monitor the progress that individual children are making. However, they do not yet look at groups of children to analyse how they can support better progress.

Setting details

Unique reference number	EY152446
Local authority	Lincolnshire
Inspection number	855694
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 9
Total number of places	64
Number of children on roll	132
Name of provider	Timothy John Wright & Alison Wright Partnership
Date of previous inspection	27 May 2009
Telephone number	01673 863140

Heath Farm Day Nursery was registered in 2002. The nursery employs 23 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 or above, including two with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. A holiday club operates during school holidays for the same hours. The nursery provides funded early education for two-, three- and four-year-old children.

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