

# Headstart-On-The-Hill Nursery & Pre-School

St Marys Hill, Chester CH1 2DW



<b>Inspection date</b>	10 January 2019
Previous inspection date	18 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff develop excellent relationships with other providers, including the local schools. For example, they ensure there is an ongoing exchange of information between all parties. This ensures high levels of continuity for all children's care and learning. Outcomes for children are excellent.
- Staff develop very strong relationships with parents. For example, they collate information about what children already know and can do, using this information to ensure starting points are concise from the outset. This, and parents' regular appointments with their child's key person and daily exchange of information between all parties, ensures parents become highly confident in continuing their child's learning at home.
- Management meticulously monitors the educational programme for children. They track individual and groups of children and ensure any gaps in their learning are swiftly closed. Management observes staff practice to ensure teaching provides optimal challenge for children's learning. This helps children make rapid progress..
- All staff receive regular confidential meetings with the management. This enables staff to discuss their key children, their training and to discuss anything that may concern them. Staff are highly motivated and well-supported to undertake a broad range of training opportunities. They all share their new knowledge through team meetings. This ensures teaching has a very high impact on children's learning and development.
- Children develop exceptionally close emotional attachments. Staff are highly sensitive and respond swiftly to children's immediate needs. They demonstrate high levels of warmth and care and support children's settling-in extremely well. This fosters children's developing resilience and promotes their positive behaviour very well. Furthermore, this helps children to build empathy for one another and to develop strong friendships.

## What the setting needs to do to improve further

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

- continue to develop the already highly comprehensive training programme for staff to maintain the very highest quality of teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Mary Henderson

## Inspection findings

### Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. Staff keep their child protection training updated. They have an in-depth knowledge about what to do should they have a concern about a child in their care. Staff check all indoor and outdoor areas and remain vigilant throughout the day. This, and close supervision, ensures children's safety. Management includes the staff, parents and their children in the self-evaluation processes. As part of this process, management has identified that there is the potential to promote the quality of teaching to an even higher level through more training opportunities.

### Quality of teaching, learning and assessment is outstanding

Older children are provided with an array of opportunities to write their names. For example, they write as they push their fingers through gloop, flour and sand and confidently write their names on their own artwork. Older children demonstrate high levels of confidence as they count how many girls and boys are present and identify the total number when added together. Younger children and babies are consistently supported by staff who skilfully engage and play alongside them. For example, toddlers use their feet, hands and brushes to make marks using paints. They notice how the texture of the paints feel on their body. Staff enhance their learning further as they count their fingers and toes. Babies are inspired by staff as they explore the sensory garden. For example, they walk over shells, stones and twigs to investigate the bug hotel. Here, babies become highly excited as they look in, over and under, searching for living things. All staff are highly tuned into children's interests. They use an excellent range of questioning techniques during activities and provide time for children to think and to solve their own problems.

### Personal development, behaviour and welfare are outstanding

Children are provided with an excellent range of healthy, well-balanced meals every day. Staff encourage children to be involved in preparing vegetables for the cook and they consistently talk to children about the benefits of healthy eating. Children have great fun as they take manageable risks in their play under close supervision. They climb and balance and are becoming increasingly skilled at catching and throwing. Children develop an excellent awareness about the benefits of a healthy lifestyle.

### Outcomes for children are outstanding

All children develop excellent skills that fosters their readiness for school. They are highly confident and independent and remain focused during activities. Children are eager to try something new as they make choices from the excellent range of activities and resources around them. All children develop their love of books. They have great fun listening to stories about their favourite characters. Children have excellent opportunities to enjoy music and movement sessions and enjoy dancing in different ways.

## Setting details

<b>Unique reference number</b>	EY439137
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10075016
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	102
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Headstart (Chester) Limited
<b>Registered person unique reference number</b>	RP902747
<b>Date of previous inspection</b>	18 January 2016
<b>Telephone number</b>	01244 325857

Headstart-on-the-Hill Nursery & Pre-School registered in 2012 and is one of two nurseries operated by a private provider. The nursery employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, three hold a level 3 and one holds a level 2. 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. It supports a number of children with special educational needs and/or disabilities (SEND), and children who speak English as an additional language.

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