

Hoyle Nursery School

Chesham Fold Road, Bury, Lancashire, BL9 6HR



Inspection date

13 May 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is consistently of a very high quality. Activities are challenging, inspirational and focused to meet the individual needs and interests of all children. As a result, children are provided with rich, varied and imaginative learning experiences.
- Practitioners are highly skilled and sensitive in helping children to form secure emotional attachments. As a result, children's emotional well-being is very well supported. They are developing independence and the behaviour is exceptional.
- Children are developing an excellent understanding of the importance of healthy lifestyle, through the excellent support from practitioners, and about how to keep themselves safe and healthy.
- Partnerships with parents, schools and other agencies are excellent. As a result, children's individual needs are quickly identified and exceptionally well met.
- Practitioners have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust systems are in place for recruitment and supervision of practitioners. As a result, a strong team has been recruited and retained.
- Leadership is inspirational with a strong focus on practitioners' professional development, which ensures they are constantly improving their already exceptional practice.

What the setting needs to do to improve further

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

- continue to support children's learning by encouraging all practitioners to give children ample opportunities to reflect on their learning and absorb information before prompting them to answer questions.

Inspection activities

- The inspector observed activities in the indoor and outdoor environment.
- The inspector conducted a joint observation with the deputy headteacher.
- The inspector held meetings with the headteacher and deputy headteacher.
- The inspector looked at observation and assessment records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

Inspector

Suzanne Messenger

Inspection findings

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

Practitioners have high expectations and engage all children. They provide a vibrant learning environment in which all children thrive and are extremely eager to learn. Practitioners provide children with a stimulating outdoor area, which includes climbing apparatus, sensory and mark-making resources. As a result, children are highly enthused to learn. Babies are provided with exciting sensory experiences, which include exploring fruit ice cubes. Practitioners plan inspirational activities which support children's communication and language, including mathematical language. For example, children thoroughly enjoy acting out a story where they go on a 'bear hunt', exploring different sensory areas the practitioner has set up to support the story. The nursery recognises there is scope to enhance children's learning by providing them with even greater opportunities to think about questions and test out ideas. The nursery is rich in print and children's communication and language development is supported by signs and gestures. Children are motivated and they make excellent progress across all areas of learning.

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

Children benefit from exceptional levels of support from their individual key person. Practitioners attend regular safeguarding training. As a result, their knowledge is current and accurate and children are safe and secure. Settling-in arrangements are flexible and extremely well planned, therefore, children's transfer into the nursery is as smooth as possible. Practitioners are wonderful role models and use positive reinforcement; consequently, children's behaviour is exemplary. Children are supported to develop an understanding of healthy lifestyles. Practitioners provide healthy meals and healthy accessible snacks throughout the day. Practitioners make excellent use of 'choice boards', in particular at snack time, to ensure children are very independent, such as choosing their snack. Children's physical health is promoted as they benefit from physical play outdoors and regular active play, such as line dancing, which supports the children's coordination skills. Brushing their teeth regularly means that children are developing an excellent awareness of positive hygiene practices.

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

Practitioners effectively use their knowledge gained from qualifications to enhance children's learning experiences. Leaders reflect exceptionally well on practice and drive improvements to an excellent standard, setting clear and realistic targets. Partnerships with parents are excellent. Practitioners promote home learning activities and stay and play sessions, where the parents can join in with activities and become even more involved in their child's learning. Parents speak very highly of the exceptional support which they and their children receive. Reviewing of the teaching is robust, and ensures that any specific priorities for learning are swiftly identified and addressed. This supports rapid progress in all children's learning, given their starting points. Excellent relationships with external agencies mean that children receive exceptional support.

Setting details

Unique reference number	EY281714
Local authority	Bury
Inspection number	856233
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	32
Name of provider	Hoyle Nursery School
Date of previous inspection	Not applicable
Telephone number	0161 7616822

Hoyle Nursery School was registered in 1975. The nursery employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and four hold level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

