

Inspection of Heathfield Knoll Day Nursery

Heathfield Knoll School, Wolverley Road, Wolverley, Kidderminster DY10 3QE

Inspection date: 13 January 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders and staff make full use of the onsite school's grounds and resources to provide children with a wide range of learning experiences both indoors and outdoors. Leaders ensure that children benefit from a wealth of enrichment opportunities. Pre-school children develop their understanding of the world and their physical development in the 'earth centre' and woodland areas. Staff plan regular outings for two- and three-year-old children in the local community, such as the library and local farms. Leaders make use of specialist teachers for outdoor learning, physical education and music. These experiences enhance the knowledge for all children across the seven areas of learning and engage them well. Children are enthusiastic learners.

Staff provide children with nurturing interactions that help them to form close bonds with them. Nappy changing time is a valuable part of the daily routine, where children benefit from the one-to-one interactions. Staff speak warmly to children and sing to help put them at ease. Staff are positive role models and children learn social cues from them which supports their behaviour management. Children show they feel happy, safe and secure in their care. Babies are confident to explore the indoor and outdoor areas. Staff mirror babies care routines from home to provide continuity and emotional security.

What does the early years setting do well and what does it need to do better?

- Leaders monitor staff practice routinely and provide regular appraisals. Leaders provide staff with frequent, supportive training that reflect the priorities from their self-evaluation. For example, recent staff training has focused on supporting children with their behaviour and communication and language. However, the staff monitoring arrangements are not rigorous enough to identify where staff need further guidance to provide children with the best possible educational experiences.
- An effective key person system is in place. Staff have a detailed knowledge of each child's learning needs and interests. They use children's play interests to design the learning experiences. However, staff need further support to use the information they gather from observation and assessment to inform their planning and teaching for each child's development priorities.
- Leaders and staff are knowledgeable about child development. Leaders have designed a curriculum that reflects the development needs of all children and progresses their knowledge over time. A key aspect of the curriculum is to help children to develop their own voice and express their needs, wishes and ideas.
- Staff support children to be active learners. They identify when they need to allow children to explore for themselves and when they need to step in to assist. Children are independent learners. Staff skilfully ask children questions that

challenge their thinking. For example, during role play, pre-school children consider the characters from the books they are reading and how they might respond in different situations.

- Leaders prioritise children's communication and language. They successfully support this aspect of children's development throughout the day and children progress well. Books, songs and rhyme are a key feature of their teaching. Staff provide intervention programmes when children need additional support with their language skills. This includes liaison with outside agencies, such as speech and language therapist and other health professionals. Staff send language boxes home for children to use with their parents.
- The physical development curriculum is carefully thought out. Leaders have recently increased the focus on supporting children's core strength. This includes ensuring the chairs are the correct size for children to support good sitting.
- Children benefit from opportunities to learn about the wider world and cultural diversity. Staff plan activities that help children to learn about a variety of celebrations. Two- and three-year-old children listen to music from around the world. They learn about the traditions of 'Lohri', such as throwing puffed rice and exploring the symbolism of fire.
- There is clear progression in Leaders' curriculum to support children to manage their feelings and behaviour. This includes introducing simple rules with babies and developing these to help two-year-old children to understand the expectations, including sharing and taking turns with friends. Pre-school children apply their knowledge of the reasons for the expectations to help set the golden rules for their classroom.
- Parent partnerships are effective. Staff take time to work with parents to understand each child's needs and provide daily opportunities to exchange information about children. This ensures that parents and staff have a current, shared understanding the child's needs. Parents share how staff are proactive in identifying and supporting children who experience language delay.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- monitor the quality of the staffs' practice with greater precision to identify and address all areas for development
- support staff to use information gathered from observation and assessment to precisely plan for each child's individual learning needs.

Setting details

Unique reference number	2689790
Local authority	Worcestershire
Inspection number	10353535
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	23
Number of children on roll	37
Name of registered person	KSI HKS LIMITED
Registered person unique reference number	2689791
Telephone number	01562850204
Date of previous inspection	Not applicable

Information about this early years setting

Heathfield Knoll Day Nursery re-registered in 2022. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, three hold level 5 and seven hold level 3. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm.

The nursery provides funded education for children from nine months to four-years-old.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children interacted with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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