

Highwood Day Nursery

54 Stanton Road, BURTON-ON-TRENT, Staffordshire, DE15 9RP

Inspection date

Previous inspection date

14/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Adults listen carefully to what children say and respond instinctively to their changing needs and interests, promoting their learning and development very well.
- Resources are used skilfully to encourage children with dual languages to speak and communicate clearly both in English and their home language.
- Children settle well within this homely and welcoming nursery, receiving good levels of support which is tailored towards their individual needs.
- Partnerships with parents, carers and external agencies are highly effective, leading to an atmosphere of combined support.

It is not yet outstanding because

- Opportunities for children to participate in extended discussions about shared experiences and to recognise their own name in writing are sometimes missed.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 observed activities on the ground and first floor playrooms and the outside learning environment.
- The inspector held meetings with the owner and manager of the nursery.
- The inspector spoke to the adults working in the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Jayne Rooke

Full Report

Information about the setting

Highwood Day Nursery re-registered in 2012 as a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It

is situated in a converted house in Burton-upon-Trent, Staffordshire. It is managed under private ownership. The nursery serves the local and wider area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 16 members of childcare staff, including the owner and the manager. Of these, 14 hold appropriate early years qualifications at level 2 and 3. Three members of staff are working towards advanced qualifications. One member of staff holds an early years degree. The owner is a retired teacher. The nursery opens Monday to Friday all year round, except for at Christmas and bank holidays. Sessions are from 7am until 6.15pm. Children attend for a variety of sessions. There are currently 98 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend opportunities for children to talk about shared experiences by giving them more time to initiate conversations and talk about what they know, and to recognise written words.

Inspection judgements

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

Adults provide interesting and exciting opportunities for children to learn through playful and meaningful activities, covering the seven areas of learning very well. They use their skills and expertise effectively to support and enhance children's learning and development in a variety of ways. They act as good role models to children, listening carefully to what they say and responding instinctively to children's changing needs and interests. For example, babies and young children move around freely exploring their environment with curiosity and interest. Adults offer toys and equipment that stimulate children's understanding of how things work, enabling them to activate lights and musical sounds. Older children delight in accepting individual responsibility for being the special helper or star of the day, recognising what they have to do. However, opportunities for children to engage in extended conversations about the meaning and purpose of these roles are sometimes missed. This minimises opportunities for children to talk about shared experiences. The nursery environment is rich in visual and written prompts which inspire children's interest in the world around them. Pictures and photographs are creatively

displayed encouraging children to plan and review past and present events. Group registration time is used well for older children to identify who is in the nursery and who is not, responding to photographic prompts, which add interest and enjoyment to the activity. However, opportunities for children to recognise their name in writing are not always extended at this time.

Children play well together, developing strong bonds and friendships. Younger children enjoy the company of older children and siblings at various times throughout the day, affirming positive relationships. Older children initiate imaginary games with their friends, developing their own ideas and themes as they engage in dressing-up and role play activities. Art and craft materials are freely available to them encouraging them to express their creativity as they paint, draw and make models and patterns. Babies and young children develop their sensory awareness as they use their fingers to create painted prints. They explore the texture of a wide range of natural and household materials and soft toys. Music, rhymes and stories feature significantly in children's learning, helping them to express their imagination and enjoyment. The outdoor environment is valued as an extended learning area, providing children with many opportunities to explore and investigate and to participate in active and energetic play. Children construct using two- and three-dimensional objects, sorting by number, size and colour. They count, weigh and measure as they build with blocks, cook different types of food and prepare snacks.

Adults carefully observe children to inform their planning and to direct the organisation of stimulating and enjoyable activities and routines which match the needs of each child. This results in an effective daily programme of activities and experiences which help all children to develop and make good progress. They use resources skilfully to significantly enhance the progress of children who speak English as an additional language, displaying written words and pictures around the nursery that help children to recognise familiar signs and symbols. They use spoken words that children can understand and encourage them to speak using dual languages. As a result, children are able to speak and communicate clearly both in English and their home language. Assessments are used effectively to identify each child's next steps, ensuring their continued progress towards the early learning goals. Parents are actively engaged in the assessment process, sharing detailed information about what their child can do when they first start to attend. They receive regular and informative updates about the educational programmes and how best to support their child's learning at home. This enables them to contribute effectively to their child's ongoing progress and development.

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

Children settle well within this homely and welcoming nursery. The key person system is well-established and effective, and children receive good levels of support from adults who are considerate and respectful towards them. This helps children to feel comfortable and reassured and to separate happily from their parents. Children behave well because adults act as positive role models. They gently guide children towards the routines of the day, encouraging them to increase their level of independence in their self-care and personal hygiene. Older children contribute to the golden rules, increasing their awareness and

ownership of expected ways to behave. Children participate in varied activities and outings which help them to explore their local community and to find out about the wider world. As a result, they develop positive and respectful attitudes towards others.

Children gain a good understanding of safety procedures as they carefully move around indoors and follow sensible safety rules for walking outside. Positive attitudes to good health and hygiene are promoted very well. Adults hold relevant food hygiene qualifications and maintain the premises in a clean and well-maintained order. Food served to children is healthy and nutritious and drinks are accessible to them at any time. Children take part in planting and growing projects, reinforcing their knowledge of food that is good for them. Older children talk confidently about the importance of good dental hygiene, following routines that encourage them to clean their teeth after meals. All children enjoy regular fresh air and exercise outdoors which promotes their healthy growth and development. Transition arrangements are effective, offering children good opportunities to move from one area of the nursery to another, within a supportive environment. Parents are well-informed of their child's next stage of learning, helping them to be fully involved when their child is ready to move to their next room or to other settings. This enables children to transfer to new situations with confidence.

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

Adults have a clear understanding of their roles and responsibilities, demonstrating a secure understanding of the educational programmes. They support children's learning and development very well, taking into account each child's skills, abilities and needs. They work closely with parents and external agencies to ensure that all children receive the support they need so that they continue to progress. Partnerships with other providers and carers are well-established, ensuring that children's care and learning is consistent between provisions.

Safeguarding procedures are robust. Adults are knowledgeable about all procedures to ensure the safety and well-being of children at all times. They confidently describe the process to protect children from harm and neglect and keep up to date with requirements and regulations through training. Recruitment and vetting procedures are effective and secured through regular staff appraisals, ensuring that adults remain suitable to work with children. Comprehensive policies and procedures, covering all aspects of the provision, are regularly reviewed and tested so that they remain effective. Arrangements for children's safe care are highly prioritised ensuring their safe supervision within the nursery and when they are collected from school. Risk assessments are thorough, ensuring that all areas of the nursery are regularly checked for safety and that venues for outings are suitable for children to attend. A programme of continuous professional development is well-managed, ensuring that staff hold the necessary qualifications and skills. Adults show high levels of commitment towards further training, accessing a number of courses to advance their qualifications and to enhance their existing knowledge. Trainees receive good levels of support through an effective mentoring system.

The process of self-evaluation is embedded throughout the nursery, taking into account

observations of what children do and enjoy. Adults contribute their views through regular discussions and meetings, whilst the parent forum and survey questionnaires give parents and carers the opportunity to share their ideas and suggestions for future improvement. This results in significant developments to the organisation of rooms and resources, creating a bright and stimulating environment for all children. Adults feel valued and contribute their professional knowledge and expertise with enthusiasm. Partnerships with parents and external agencies are highly effective, leading to an atmosphere of combined support. Plans for further development are effectively prioritised leading to significant improvements to children's outdoor learning experiences. Parents offer positive comments that demonstrate the effectiveness of the nursery. They state that they are more than happy with the excellent care and service provided. They especially value the homely atmosphere and the commitment of the staff team to their children's happiness, well-being and education.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within

	12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. 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	EY446455
Local authority	Staffordshire
Inspection number	798875
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	79
Number of children on roll	98
Name of provider	Poppins Day Nursery (UK) Limited
Date of previous inspection	Not applicable
Telephone number	01283565069

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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 that are usually their 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.

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.

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