

# Highfield Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY273312

**Inspection date**

02/02/2010

**Inspector**

Ann Marie Cozzi

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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## Description of the setting

Highfield Day Nursery was registered in 2003. They are registered to care for a maximum of 32 children at any one time. There are currently 29 children on roll, 10 of whom are in receipt of early years funding.

The nursery is situated in Ware, Hertfordshire. It is open each weekday from 7.45am to 6.30pm for 51 weeks of the year. Children from the local and wider area attend a variety of full or part-time sessions. There is a fully enclosed area for outdoor play. The entrance is accessible as there is a slope leading into the main entrance and the rear garden, all playrooms and toilet facilities are on the ground floor. There are currently no children attending with learning difficulties and/or disabilities and no children who speak English as an additional language.

The nursery currently employs eight members of staff, of whom six hold appropriate early years qualifications. One member of staff is currently working towards a Level 3 early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a sound understanding of children's needs which ensures that on the whole their welfare and learning is promoted. There is a weakness in planning and the use of available resources to support children's learning and development which at times lacks consistency in some rooms of the nursery. There are some systems to ensure that children feel safe and are protected from harm as they investigate the world around them. Partnerships with parents, carers and others are satisfactory and are effective in identifying the needs for additional support. There are some weaknesses in the systems for self-evaluation impacting on clear priorities for development.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that an effective written procedure for dealing with concerns and complaints from parents is in place. 18/02/2010

To further improve the early years provision the registered person should:

- develop further the current system of observation, assessment and planning to ensure that children's next steps for learning are consistently identified and clearly linked to the Early Years Foundation Stage elements and that this information is used to inform future planning

- reappraise risk assessments to ensure that environments and activities to which children are being exposed secure their safety at all times
- develop further cleaning routines to ensure that resources consistently meet hygiene requirements
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

There are sound recruitment procedures in place which means that staff undertake all required checks and children's welfare is protected. There are written procedures in place for safeguarding children and staff are aware of what their responsibilities are should they suspect a child may be at risk. The provider ensures that there is always a member of staff present who holds a current paediatric first aid certificate. This ensures that should a minor accident occur children receive appropriate care. Hygiene practice is generally promoted with the children through daily routines. However, measures to limit the spread of infection are ineffective, for example, the cleaning routine for resources. Policies and procedures are in place although some have not been up-dated as required, for example, the complaints procedure. There are a range of written risk assessments, however, they do not reflect all potential hazards children may come into contact with both inside and outside of the setting. There is a secure entry system which requires visitors to alert a member of staff of their arrival. This ensures that the setting remains secure at all times preventing children from leaving unescorted or any unauthorised persons entering the nursery. The identity of all visitors to the setting is verified and their hours of attendance recorded. The process for self-evaluation is weak; the provider is aware of some of the settings strengths and weaknesses, however, she is yet to clearly identify and tackle key areas and drive improvement in order to bring about better outcomes for the children attending.

Individual staff appraisals take place on an annual basis. Regular staff meetings and in house training sessions enable the provider to identify individual training needs and promote staff's ongoing professional development. Staff strive to provide an inclusive environment and there is no bias in practice in relation to gender, race or disability.

Both the provider and her staff share positive relationships with parents and carers.

There is a yearly open evening and ongoing discussions with parents provide them with adequate information on how well their children are achieving, their well-being and development. Parents report that they feel confident to approach either the provider or staff should they have any concerns. Parents express their confidence and satisfaction with the service provided and that they would recommend the setting to others.

The provider and her staff demonstrate a satisfactory understanding of the Early Years Foundation Stage (EYFS) and as a result children are making sound progress

towards the early learning goals. On the whole activities and resources provide children with access to all area of learning. Staff are deployed appropriately across the nursery in order to meet required ratios. The organisation of toys and resources at times enables children to make some choices and decisions about their play and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children are making satisfactory progress in their learning and development. They are on the whole provided with a reasonable range of activities. In the pre-school area of the nursery children are enabled to initiate their own learning with the provision of low level storage. This demonstrates that some consideration has been given regarding their access to toys and resources. However, the organisation of the setting overall does not always promote independent access. Although staff undertake observations of children the quality of the information gathered is developing to ensure that all areas of learning are consistently included and linked to the EYFS curriculum. However, it is not yet clear how children's individual program of learning is planned linked to the next steps in their development.

There are currently no children attending with learning difficulties and/or disabilities or children for whom English is an additional language. However, the provider is committed to working with other agencies to ensure that children and their families are supported. There are some systems in place which promote partnerships with other providers of education and care.

Children are developing a sense of how to stay safe within the setting with support and guidance from adults. For example, when children begin to run around at group time in the pre-school room staff ask them to stop and think about the consequence of their actions. Babies and very young children are beginning to develop a sense of security and confidence due to the generally good interaction with staff. For example, without hesitation they freely express their feelings and needs using a range of gestures, sounds and actions. Children are confident and self-assured as they part from their parents with relative ease and settle quickly.

Children are developing skills for the future as they begin to cooperate and negotiate with their peers when working alongside them. For example, at tidy up time a small group of children help each other in order to complete and put away puzzles. Babies are beginning to learn early skills which support future learning as they demonstrate an interest in their surroundings. They practise crawling they move around the room touching and exploring resources such as chairs and tables. In addition they demonstrate that they are beginning to become active learners as they explore and investigate toys, for example, they discover with great interest that when they move a toy which has a bell inside it makes a noise. Children in the pre-school room enjoy taking part in role play activities, for example, as they discuss and choose which items of pretend food they would like for their party. They use their imagination and developing independence as they access dressing up clothes, dress themselves and become a princess. Toddlers enjoy the positive

praise and attention they receive from staff as they develop their mobility and spatial awareness when practicing walking, carefully negotiating their way around their peers and resources. Children further develop their physical skills and coordination when accessing the very well resourced and exciting outdoor play area. They have fun running, jumping, climbing and exploring the diverse range of resources and textures.

Babies show a developing interest in books, they enjoy cuddling up with a member of staff, turning pages and listening as the adult talks about the pictures in their chosen book. In addition they enjoy interacting with adults as staff sing familiar songs, this helps to develop their communication skills. Children in the pre-school room have great fun listening to and joining in with songs and rhymes in different languages. They become very animated as they copy the actions and sounds which they see and hear. This provides them with the chance to explore and embrace differences in language and culture. Children demonstrate their understanding of sounds and letters, for example, during a group activity they sound out a letter and recognise that they have two of these letters in their name. Children are encouraged to learn to count through the daily routine and activities provided.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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