

# High View Nursery

Inspection report for early years provision

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**Unique reference number**

EY217519

**Inspection date**

26/01/2010

**Inspector**

Cilla Burdis

**Setting address**

2 Viewforth Terrace, Fulwell, Sunderland, SR5 1PZ

**Telephone number**

0191 5499075

**Email**

highviewnursery@btconnect.com

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

High View Nursery opened in 2002. It operates from six base rooms in a four storey converted end terrace house, in a residential area on the outskirts of Sunderland. The premises are accessed by a number of steps. Children have access to an outdoor play area. The nursery is open weekdays all year round. Sessions are from 7.30am until 6pm. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, for a maximum of 75 children at any one time. There are currently 75 children attending in the Early Years age range. Care is also offered to children aged over five years. The nursery supports children who speak English as an additional language. There are ten full time staff members who work with the children and all have early years qualifications. The setting receives support from the Early Years Development and Child Care Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and secure in the welcoming and friendly nursery. Staff show a genuine commitment to ensuring that all children are fully included at the setting. Children enjoy a wide range of activities that cover all areas of learning. This promotes children's development towards the early learning goals. Planning of activities is generally effective but does not include outings or visitors to the setting. All staff work together to identify strengths and areas for development, which helps to drive improvement thus improving outcomes for children.

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

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

- plan time for visits to the local area and draw on the local community to share their knowledge and expertise
- make sufficient time for staff to update children's development files to reflect on what has been observed about the children.

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

Children's safety is promoted effectively within the nursery as steps have been taken to minimise the risk of accidental injury by undertaking comprehensive risk assessments. Staff have a good understanding of child protection procedures and know how to implement them effectively to safeguard the children. Staff have a good understanding of the wide range of policies and procedures, which further safeguards the children. Security is robust and all visitors to the nursery are required to sign in and out using their visitors book. This ensures an accurate record of anyone coming into contact with the children is maintained. Robust

vetting and recruitment procedures are implemented, which further safeguards children's welfare. Children learn about keeping themselves safe through routines and the sensitive reminders provided by staff.

The nursery is fully committed to promoting equal opportunities and provides an inclusive environment. The staff provide learning opportunities and good levels of support for all children in their care. They work closely with parents, carers and other professionals to ensure that they meet each individual child's development needs. Staff provide a warm and friendly environment, ensuring parents feel comfortable in the nursery. Staff welcome parents as they come to the nursery and make time to share key points of their child's day when they come to collect them. The provider welcomes views from parents both verbally and in response to questionnaires. Parents comments are very complimentary. Commenting on how well their children have settled and how happy they are in the nursery. They mention that staff are very good at meeting their children's needs and they are informed daily, about their child's time at the setting. Parents evenings, daily diaries and children's development files provide further opportunities for information to be shared.

Effective systems are in place to monitor and evaluate the provision in order to identify key priorities for development. Staff meet regularly to discuss practice and everyone's input is valued. Staff work closely with early years advisors and parents to continue developing their practice. Staff and management are strongly committed to developing the setting. This is reflected by the training they have attended and their successful grant applications to obtain more resources to develop the garden. All previous actions and recommendations have been effectively addressed, which helps to develop good outcomes for children. Staff deployment is good, ensuring all children are supervised well and receive support and encouragement throughout the day. Good use is made of the environment; walls display examples of children's art work and photographs and resources are made easily accessible to the children. This is conducive to children's learning and promotes their good progress towards the early learning goals. Good systems are in place to support children who speak English as an additional language. Staff liaise closely with parents to ensure continuity of care and learning.

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

Children settle extremely well, with the good support of staff and sensitive induction procedures, geared to the needs of the child. Children display high levels of confidence and security within the nursery. Good relationships have developed with the staff and children form good friendships with their peers. Children show care and concern for other children, for example, a young child cuddled another child, who had become upset. This was done without any prompts from staff and genuine concern was shown. Children are able to select a chosen activity and focus for sustained periods of time, for example, constructing buildings or role playing, by copying what they have seen adults do. Children develop good computer skills as they handle the mouse deftly and play matching and number games. Staff support the children's play by asking questions and encouraging the

children to extend their skills and development. Staff use children's interests as a basis for activities. Children's excitement at seeing the snow was captured as staff made popsicles, for them to paint with in the snow.

Staff have a good understanding of the Early Years Foundation Stage and observe what children do. They use this knowledge to provide a stimulating and interesting learning environment, in accordance with each child's age and stage of development. Observations are recorded and the child's next steps in learning are identified. To ensure children are making good progress in all areas of learning, staff transfer the child's achievements into their individual development file. Some files however, are not completely up-to-date, as staff have not had enough time to update them recently. Nevertheless, children are making good progress, as staff know them well and work effectively to support their learning. Children participate in a wide range of activities. For example, their creative skills are supported as they play with sand, paint pictures or role play. Babies sensory awareness is developed as they are provided with natural items to feel or musical instruments to listen to. From an early age the children show an interest in books and learn that information can be gleaned from the page. Staff support children's learning as they discuss colour, size, shape and number, during everyday activities.

Procedures to promote children's health and welfare are good. Children have daily opportunities for physical play both indoors and outside. Occasionally they go on outings to the local park, however, staff are not planning effectively to make time for visits to the local area or to draw on the local community to share their knowledge and expertise with the children. Children learn about making healthy choices and are offered a good range of fruit and vegetables, as part of a healthy diet. Good hygiene procedures are followed by staff, for example, cleaning tables before serving food and wearing aprons as they serve. Children follow good hygiene practice as they clean their hands before eating or after messy activities. The sickness policy is implemented effectively to reduce the risk of illness and infection. All relevant details relating to the children are complete and up-to-date, such as, dietary requirements and consent forms are in place. This positively safeguards children's well-being. Children behave well in the nursery as they are fully occupied and interested in the activities that are provided. They receive clear guidance and support from staff and are encouraged to take care of the environment, for example, by tidying away toys. They show care and consideration towards others, which forms a good basis for future relationships.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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