

# High Bank Nursery

Inspection report for early years provision

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**Unique reference number** EY259723  
**Inspection date** 10/06/2010  
**Inspector** Karen Marie Tervit

**Setting address** Cleasby Road, Stapleton, Darlington, County Durham, DL2 2QE  
**Telephone number** 01325 365885  
**Email** lesley@highbankfarm.co.uk  
**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.

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## **Description of the setting**

High Bank Nursery opened in 2003 and is one of two privately owned provisions. It operates from five rooms in a fully renovated building on a working farm close to Darlington. All children have access to a secure enclosed outdoor play area. The nursery serves the local and surrounding communities. The nursery is open each weekday from 7.30 am to 6pm for 51 weeks of the year.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 65 children may attend the nursery at any one time. There are currently 96 children on roll in the early years age range.

The nursery employs 19 members of staff. Of these, 15 hold appropriate early years qualifications. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Management and staff work closely together as a team, successfully promoting children's welfare, learning and development through recognising and supporting the uniqueness of each child. Their welfare is further supported by a wide range of effectively used policies and procedures. Children enjoy their time at nursery, both indoors and outdoors and make good progress towards the early learning goals. Links with parents and carers are good and links with other providers of the Early Years Foundation Stage are developing. Effective systems for monitoring and evaluating the quality of the provision result in the capacity to maintain continuous improvement being good.

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

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

- develop further the organisation of group time so that others do not disrupt it as they prepare for lunch or access the toilet
- further develop the partnerships with other provisions children attend that are delivering the Early Years Foundation Stage (EYFS).

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

Children are well safeguarded. Staff have a clear understanding of their responsibilities in the area of child protection. There is a named staff member for safeguarding and detailed procedures are in place. Appropriate vetting procedures are carried out for all adults who have contact with children. Comprehensive written risk assessments for the indoor and outdoor space help to promote

children's safety. The majority of staff hold current paediatric first aid certificates, so children are well protected in the event of a minor accident. A wide range of policies and procedures, which further support children's welfare, are in place and used effectively. These are regularly re-visited by staff to ensure they are familiar with them and the information they contain reflects current practice.

The owner and manager show a good commitment to the professional development of their team, encouraging training in all areas. Regular staff meetings and individual appraisals play an integral part in the continual self-assessment of the setting. Recent developments include communication books so there is a smooth handover of information between the different staff working in the rooms. Good progress has been made in addressing the recommendations from the last inspection. For example, lots of different activities are provided to raise children's awareness of using space outdoors safely. Resources, space and staff are well deployed throughout the setting. The outdoor environment is a clear strength of the provision, it is rich learning environment, providing a wide range of activities and play opportunities for children to independently access, that cover all six areas of learning within the Early Years Foundation Stage. Colourful posters and examples of the children's work are creatively displayed both indoors and outdoors. This results in children entering the setting with enthusiasm and interest, keen to get involved in an activity of their choice. Staff are committed to providing an inclusive environment, and although currently there are no children on roll with any special educational needs and/or disabilities, they do have previous experience and suitable links are in place with other professionals.

Partnerships with parents are good, with staff ensuring they keep them informed about their children's development and achievements. Information is shared with parents on a daily basis. As well as sharing children's learning journeys, they also have access to a informative notice boards, receive a detailed information pack when first starting and as they move rooms and newsletters throughout the year. Comments from parents are very positive, they state that staff are very approachable and that their children are happy and settled. Staff show a good awareness of the importance of developing effective links with other providers of Early Years Foundation Stage to ensure continuity of care. However, some links are in the early stages of development.

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

Staff have good knowledge of the Early Years Foundation Stage learning and development requirements, and planning is in place to ensure that all areas of learning are covered and is based upon children's interests. There is a strong key worker system in place, with staff working closely with their individual children implementing effective systems to enable them to progress well. They make good use of individual files to record lively observations of the children, along with examples of their work and photographs. Successful systems are in place to identify next steps and ensure these are effectively used to inform planning for individual children. As a result, staff know children well and enable them to make good progress towards the early learning goals.

Children take great pleasure in exploring the exciting outdoor environment in all weathers. They enthusiastically investigate the willow dome for bugs, using their magnifying glasses or weave using brightly coloured ribbons. Very young children are learning to negotiate space well as they walk along the dinosaur walkway or climb the sturdy wooden steps. Children confidently dress up in saris and perform a dance show in the outdoor theatre. They eagerly make marks, both indoors and outdoors. Indoors children freely access books and stories in the comfy book areas. Staff capture children's interest as they read favourite stories to them, however, these sessions are occasionally disrupted as preparations are made for lunch. Children enthusiastically join in with simple songs and rhymes. Children confidently approach adults and involve them in their play. They receive good opportunities to develop their imagination. For example, in the pre school room the ever changing role play area is currently a pet shop, linked to children's favourite stories about Fergus the dog. Their interests is developed further as they design and make a dog kennel from cardboard boxes. All children receive good opportunities to be creative, for example they can freely choose to paint or play with sand, play dough, shaving foam and water. They learn to count as part of the daily routines, for example, as they get ready to access outdoors they count the number of children. A variety of small world resources, posters, dressing up and planned activities, such as learning simple French words or sign language helps to raise children's awareness of diversity. They are beginning to develop their information communication and technology skills, as they access simple programmes on the computer. This helps children to develop skills for the future.

Children's welfare is promoted well. They receive lots of praise and encouragement. Staff manage behaviour in a calm, consistent manner and are positive role models. This is clearly demonstrated as both children and adults treat one another with affection and respect. Children have a good understanding of the importance of good hygiene and a healthy lifestyle through consistent daily routines, such as washing their hands before they eat and after using the toilet. Children are learning about the importance of eating healthily. They help to grow their own vegetables in the nursery garden and enjoy nutritious, balanced home cooked meals. Older children help to clean and set the tables. Staff are proactive in helping children to understand how to keep themselves safe, for example, reminding them to be careful when moving around the indoor and outdoor areas.

## 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	2
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

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