



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 303440

DfES Number: 511443

### INSPECTION DETAILS

Inspection Date 01/11/2004  
Inspector Name Susan, Helen Spencer

### SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care  
Setting Name Highfield Day Nursery and Link Club  
Setting Address Highfield Road  
Widnes  
Cheshire  
WA8 7DJ

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Paul Hurst & Roy Godwin  
Address Highfield Day Nursery  
Highfield Road  
Widnes  
Cheshire  
WA8 7DJ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Highfield Day Nursery is situated in Widnes, serving a wide area from Liverpool to Warrington. It is one of two nurseries under the same ownership with similar provision. The nursery manager works between the two settings.

Highfield opened in 1992 providing full day and sessional care each week day from 08:00 until 18:00 all year round. The building is in a former hospital that has been converted to provide suitable ground floor accommodation for children from three months to five years. There is a large outdoor area available for children's use and funded children are able to access further accommodation on the first floor of the nursery.

There are 80 children on roll, with 62 attending at any time. Twenty two of these children are funded three-year-olds, who attend for a variety of sessions. During term times, registration allows for a further 16 funded children to attend the nursery's facilities.

Four staff work with funded children and they all have relevant qualifications and experience. They receive support and advice from the early years partnership. Good links have been established with local schools and teachers visit the nursery to meet the children they will be teaching.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Nursery education at Highfield Day Nursery is generally good. Children are making very good progress towards the early learning goals in communication language and literacy, knowledge and understanding of the world and creative development and generally good progress in the other areas of learning.

The quality of teaching is generally good. Staff access training on foundation stage curriculum and they use foundation stage curriculum guidance. Plans are structured around the six areas of learning, but they do not show how activities will be adapted to meet the needs of more and less able children. Assessments are completed but information from them is not used to plan activities that build on children's knowledge and understanding. A keyworker system enables staff to get to know children well and good relationships are evident. Children are interested in the activities provided and they are well behaved when they are involved in them. However, at times in between activities children are not purposefully occupied and they become restless. Children's personal social and emotional development is generally well fostered, but there are no opportunities for them to be independent at snack and lunch times. Too few practical mathematical activities are provided. Staff provide a good range of well organised resources to promote learning and the outdoor area is used effectively.

The leadership and management of the nursery is generally good. Staff act as a team and their roles and responsibilities are well defined. Staff access training around aspects of the foundation stage curriculum and they have guidance and support through the local early years partnership.

The partnership with parents and carers is generally good. Parents are well informed about the foundation stage and staff spend time talking informally to them each day. However, there are insufficient opportunities for staff and parents to share information about children's progress and attainment.

### What is being done well?

- Children are well motivated and enthusiastic learners.
- Children are confident communicators, eager to share their news and ideas.
- Children respond well to staff's expectations for behaviour during organised activities.
- There is a good range of well organised resources to promote learning.
- There are good opportunities for children to learn about letter shapes and sounds and to write for a variety of purposes.
- Staff work well as a team and foster good relationships with children.
- There is good provision for creative activities with children acting out stories

and using their imaginations.

- There is effective use of the outdoor area to promote learning.

#### **What needs to be improved?**

- the opportunities for children to be independent at snack and lunch times
- the opportunities for children to begin to understand addition and subtraction through practical activities
- the organisation of times in between activities to ensure that they are purposeful
- the planning of the programme to ensure that it meets the needs of all children
- the use of assessment to inform planning so that staff can plan activities that build on children's knowledge and understanding
- the number of opportunities for parents and staff to share information on children's progress and attainment.

#### **What has improved since the last inspection?**

Generally good progress has been made since the last inspection. Staff have purchased a wide range of resources to promote children's understanding of other cultures and beliefs. In addition they have raised children's awareness through celebrations, role play activities, and they have introduced different foods to the children.

The nursery's action plan shows the intention to promote mathematics at snack time and to provide practical mathematical problems for children to solve. However, although there are some opportunities for children to count and explore subtraction through action rhymes, overall this aspect is given too little emphasis.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and excited by the different activities provided. Staff are sensitive to children's needs and offer good support. The relationships in the nursery are positive and children respond well to staff's expectations for behaviour when they are engaged in activities. However children become restless in between activities. They are encouraged to be considerate and staff promote good manners. There are no opportunities for children to be independent at snack and lunch times.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators, eager to share their news and ideas. They enjoy stories and rhymes and they relate their own experiences to story narratives. There are good opportunities for children to recognise their names and they write for different purposes. They enjoy learning about letter shapes and sounds and they are interested in labels around the room. They make up their own stories during role play and they use story tapes. Staff use reference books to enhance displays.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

There are good opportunities for children to recognise numbers. They confidently complete number jigsaws and count the fishes in a story book. Number rhymes are used to develop an understanding of subtraction but there are too few opportunities for children to develop their understanding of how to solve practical mathematical problems, such as sharing out snack items. Staff provide many valuable opportunities for children to recognise shape and pattern, often through creative activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

This area of learning is well provided for. Children are actively encouraged to explore and investigate materials and objects and to recognise patterns and change. They undertake planting and growing activities and baking which encourages them to ask questions. There are many valuable opportunities for children to find out about where they live and to share their news. A wide variety of resources reflect positive images and help children to develop respect for other cultures and beliefs.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

The outdoor area provides good space and the opportunity for children to engage in imaginative and vigorous play. Climbing and balancing equipment is also available indoors. Children move confidently and with control as they use wheeled toys and kick balls to each other. They handle cutlery, tools and playdough with control. Overall, too little emphasis is given to helping children to understand the importance of a healthy lifestyle, although some work on healthy eating has been undertaken.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have good opportunities to explore many creative techniques and their work is on display. They enjoy using their imaginations during role play both indoors and out, and they are inventive when making up their own stories. They have valuable opportunities to listen and respond to music, following rhythms with clapping games. Children construct models using a range of materials. They enjoy exploring textures and tastes, with staff encouraging them to express their ideas and feelings.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- provide opportunities for children to be independent at snack and lunch times
- plan the programme to ensure that the needs of all children are met
- use information from assessments to assist in planning activities that build on what children know and understand
- organise the day to make best use of times in between activities
- share information with parents regularly about children's progress and attainment.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*