

Highview Nursery

Inspection report for early years provision

Unique reference number	309338
Inspection date	16/02/2011
Inspector	Michele Villiers

Setting address	144 Tower Hill Road, Upholland, Skelmersdale, Lancashire, WN8 0DT
Telephone number	01695 633 309
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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).

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

Highview Nursery is one of two nurseries run by an individual provider and was registered in 1992. It operates from two main playrooms and adjacent areas for messy play. It is situated in Upholland, Lancashire. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7.30am to 6pm all year round. A maximum of 36 children may attend the nursery at any one time. There are currently 43 children on roll who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. They support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of child care staff, all of whom hold appropriate early years qualifications at Level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children play in a vibrant and stimulating inclusive environment. They make good progress in their learning and development and have excellent support from enthusiastic staff. The children's progress is effectively monitored, with some systems to identify their initial profiles. Close partnerships with parents and carers help ensure good continuity of care. The management successfully embeds continuous improvement using self-evaluation to identify future plans. All safety measures are in place and the children's health and well-being are suitably promoted.

What steps need to be taken to improve provision further?

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

- build on the systems used for obtaining initial information about the children's abilities when they first start through regular two-way flow of information with parents
- provide children with more opportunities to develop their problem solving, reasoning and numeracy skills during play and through practical experiences
- ensure meals are nutritionally well-balanced.

The effectiveness of leadership and management of the early years provision

Comprehensive policies, strategies and procedures are followed to help safeguard children. There is a designated staff member who oversees child protection issues,

and robust recruitment procedures ensure all staff are suitable. Regular risk assessments minimise any potential hazards and appropriate hygiene measures help prevent the spread of infection. Meals are varied and children have fresh fruit daily. However, sometimes insufficient attention is given to ensuring meals are balanced with fresh produce, such as vegetables.

The children's play space is utilised extremely well with excellent deployment of toys. The newly refurbished outside play area is creatively organised using natural materials and many sensory items. Enclosed outdoor spaces also enable children to play in the fresh air in all weathers. The provider demonstrates a strong commitment to continuous improvement. Self-evaluation is routinely conducted with meaningful contributions from parents, staff and children. Recommendations have been successfully met since the last inspection. Better systems are now in place for the recording of children's progress; the planning of group activities; promoting hygiene and informing parents of the educational programme.

The parents speak very positively about the provision and care provided. They have many opportunities to put forward their own views, and a wealth of information is displayed throughout the nursery. Regular newsletters keep parents updated, and they receive written information about topical activities so they may contribute ideas. Close links have also been forged with other settings that children attend in order to ensure their individual needs are met with good continuity of care.

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

The children thoroughly enjoy their play and demonstrate a keen desire to participate in the interesting activities provided. They are confident and develop excellent relationships with adults and their peers. Equality of opportunity is strongly promoted and the environment reflects diversity, helping children to respect differences. Posters and pictures are displayed throughout, along with books, toys and resources reflecting positive images of race, culture, gender and disability.

The educational programme is well organised and staff challenge and extend the children's learning, with interesting topical activities. For example, when celebrating Chinese New Year, the children practise Chinese writing and display colourful pictures reflecting the festival. They taste different Chinese food and create a Chinese restaurant. The staff monitor the children's progress through observation, recording their findings in detailed development reports, and identify the children's next steps. Parents complete initial liaison profiles about their child's likes and requirements. However, these do not clearly identify the children's abilities and achievements. They are not linked to the areas of learning, in order for staff to use as start up profiles.

The children develop good skills for the future, particularly in their communication, language and literacy. They enjoy singing songs, listening to stories and discussing past and present events. Picture images and written words are displayed

throughout, and on arrival children self-register, recognising their name and the names of others. They freely access various writing materials and show a keen interest in books, using story sacks with supporting materials. Counting and number games are sometimes introduced into planned play. For example, children count how many teddy bears are required to match the number of teddy bear shapes printed on cards. They then find the corresponding written numeral. However, counting, calculation and problem solving are not fully incorporated into play or during practical activities to fully reinforce this area of learning.

The children have great fun exploring their senses. They feel the texture of soap flakes as they dissolve in water, and enjoy listening to songs and have weekly music sessions. They become competent at using a computer, learning about technology. Sustainability and caring for the environment are promoted well and children use rain water from a butt to water the plants. Outside they explore different textures, digging in the soil and playing in the sand. They also access a covered area with seating and a playhouse imaginatively organised with lanterns and cushions. The children adopt suitable hygiene practises and learn about safety. They wash their hands at appropriate times, and have organised activities about dental hygiene. They discuss and re-enact road safety, and practise the fire evacuation procedure with staff.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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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