

# Highmeadows Day Nursery Limited

Inspection report for early years provision

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**Unique reference number** EY405574  
**Inspection date** 17/02/2011  
**Inspector** Rasmik Parmar

**Setting address** The Royal Bolton Hospital, Minerva Road, Farnworth,  
BOLTON, BL4 0JR  
**Telephone number** 01204 388181  
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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

High Meadows Day Nursery Limited is situated within the grounds of the Royal Bolton Hospital and transferred to new purpose-built premises in 2005 with five playrooms, all on the ground floor. Children have access to enclosed outdoor play areas surrounding the building. The setting re-registered as a limited company in 2010. It is open Monday to Friday from 7am to 6pm, all year round, except bank holidays. The nursery provides a service mainly for the children of staff working in the hospital.

The setting is registered on the Early Years Register. A maximum of 80 children may attend the nursery at any one time, of these, not more than 30 may be under two years. There are currently 120 children aged from birth to under five years on roll. The nursery currently supports children who speak English as an additional language and children with additional needs. The setting is also registered on the compulsory part of the Childcare Register.

There are 20 members on the staff team, most of whom hold the Level 3 qualification in early years. The manager has the Foundation Degree in early years and one of the deputies has the Level 4 qualification in early years. Staff are undertaking further qualifications in the B.A. Honours Degree, Level 4 and the Early Years Professional Status.

The setting is affiliated to a local Children's Centre and is a member of the National Day Nurseries Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and ambitious management team have a very clear vision and focus for the setting. Children enjoy attending and flourish in their learning and development. Staff show a clear commitment to promoting inclusion for children who are valued as individuals. Successful partnerships with parents result in very positive outcomes for children. Effective systems for self-evaluation and reflective practice lead to a continuously evolving setting.

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

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

- maintain opportunities for children to access Information, Communication and Technology equipment.

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

Staff have a comprehensive understanding about safeguarding children within the setting, and receive regular training to maintain this level of understanding. Comprehensive policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and addressed. Staff recruitment and employment is managed through thorough checks and robust procedures to ensure their suitability to work with children, supported by regular appraisals and staff meetings. These procedures are supported by well-managed risk assessments, indoors, outdoors and on outings, providing a safe, secure environment for children to play in. Children show a feeling of security, building good relationships with their key person and are able to demonstrate how to keep themselves and others safe, both verbally and through their actions.

An inclusive and welcoming service is provided. Adults support children and provide an enabling learning environment. Signs, labelling, posters and photographs around the setting support children's understanding of the local community and wider world. All children benefit from this fully inclusive environment with equal opportunities to make very good progress in their learning and development. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and have a sense of belonging.

Successful partnership with parents is underpinned by open communication and is maintained through a variety of methods. These include newsletters, questionnaires and regular parent and key person meetings. Parents comment positively on how well staff know their children, which contributes to a trusting relationship. Detailed information is obtained about the starting points for children when they first attend and children's assessment records are accessible to parents at all times to share information about their progress.

Transition arrangements with the local schools involve teachers who visit the setting to find out background information on children prior to starting school. Also, children have visited their new schools and met their teachers. Children attending the setting are solely cared for by them. However, key persons are aware of the need to liaise with other settings to share information about children's learning and development, if children were also attending those settings.

Staff have made positive improvements in developing the care and learning provided for children by embracing the Early Years Foundation Stage. They monitor their practice and are confident in identifying areas for improvement to build on their strengths, as part of maintaining continuous improvement. There is a strong ambition within the staff team to develop better outcomes for children by constantly improving staff knowledge and improving their qualifications. Also, improvements made to the outdoor play areas greatly enhances children learning opportunities, resulting in very positive outcomes.

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

Very careful observation and assessment of children's learning and development results in very positive outcomes for all children. A varied, interesting and challenging range of play opportunities and activities are provided for all children. Consequently, children are engaged and making very good progress in their individual learning and development. As a result children's accomplishments well within expectations.

Children are enthusiastic, inquisitive learners who are eager to attend the setting and explore the wonderful opportunities offered to them. They are confident individuals who develop their independent skills, making choices throughout the nursery, both indoors and outdoors. They show good concentration and perseverance in tasks and activities because they engage their attention and imagination. Children develop very good relationships with each other and adults, who help them to feel secure and settled within the child-centred environment.

Children use their imagination playing in the role play area, playing co-operatively with other children to act out familiar roles from home or personal experiences. Books are used throughout the setting, from soft books for babies to large story books for older children, supporting children's literacy skills. Children have opportunities to understand print carries meaning with labels and pictures on storage boxes. They use the mark-making area to develop their hand-writing skills and are encouraged to write their names.

Children confidently use mathematical language as they compare shape and size. They enjoy number rhymes and learn to count and match numbers. They confidently use their initiative to solve problems through games, jigsaws and counting in daily routines. Their creative skills are regularly promoted through the use of their imagination. Musical instruments are used enthusiastically as children listen to the various noises they can make, including instruments from other countries, as a music teacher visits the setting weekly to promote rhythm and movement.

Children use a good range of resources to learn about the world around them. The very welcoming environment positively promotes an inclusive society where children learn about the wider world. Children celebrate different cultural festivals such as the Chinese New Year, Diwali and Eid and eat foods from these cultures to broaden their experience. Children learn about others with additional needs and children who speak English as an additional language, as the setting meets the needs of such children. They use a variety of different resources to support their understanding of Information, Communication and Technology. However, at present the computer is in a state of repair and children's opportunities for learning in this area are restricted.

Children have constant opportunities to engage in a wide range of physical activities, both indoors and outdoors to gain a secure understanding about the

importance of regular exercise and fresh air. They use outdoor wet suits in the rain and enjoy exploring the properties of sand in the walk-in sand tray. They have opportunities to explore water, filling and emptying containers as they learn about volume. A wide variety of resources enables children to use their senses, feeling wood, pebbles and sea shells.

Children have a good understanding about the importance of personal hygiene routines, enjoying being independent using the soap and paper towels before eating and after using the toilet. Children play in a very safe environment because risk assessments have been carried out and any hazards have been identified. Children show a secure understanding about keeping themselves safe, such as using the scissors carefully when cutting.

Children are extremely well nourished and their health and dietary needs are consistently met. A healthy range of meals and snacks are provided which are prepared from fresh ingredients by a cook. Careful consideration is given to the nutritional balance of the meals and snacks across the day. Children are provided with meals and snacks in their rooms according to the ages and stages of development. Babies are suitably placed on high chairs, toddlers wear bibs and sit on low chairs and older children learn to follow more independent routines which they will follow in schools.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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