

Highfield Day Nursery

Inspection report for early years provision

Unique reference number 405361
Inspection date 16/08/2011
Inspector Carol Johnson

Setting address 3/4 Highfield Rd, Edgbaston, BIRMINGHAM, B15 3ED

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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

Highfield Day Nursery is one of 40 run by Child Base Nurseries Limited. It opened in 1997 and operates from a large grade 2 listed building in Edgbaston, Birmingham. Children have access to a secure enclosed outdoor play area. Care for some of the children is on the first floor and there is no lift access. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year, except for bank holidays.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 86 children may attend the nursery at any one time. There are currently 141 children in the early years age range on roll, some in part-time places. The nursery provides funded early education for three- and four-year-olds and supports children who speak English as an additional language.

The nursery employs 31 members of staff who work directly with the children. Of these, 28 hold appropriate early years qualifications to at least National Vocational Qualification Level 2. One member of staff has a degree in Early Years Childhood Studies. There are also two catering members of staff and an administrative assistant employed on the premises. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with exceptional levels of care and make significant progress in their learning and development. Staff members provide a fully inclusive, warm and welcoming service that wholeheartedly meets children's individual needs. Children are confident, independent and unmistakably enjoy their time at the nursery. Partnerships with parents and other professionals are extremely well developed and successfully support children's learning and well-being. Management and the staff team fully embrace the process of self-evaluation and demonstrate a truly dedicated approach towards continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending strategies that encourage fathers to get involved in the nursery and their children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff members work successfully together and share a strong commitment to offering the best possible experiences to children and their families. They have completed an extensive range of training and this means that they have substantial knowledge and understanding of their roles and responsibilities. The manager provides very clear guidance to the staff and a comprehensive range of written policies and procedures are in place to fully support the running of the nursery. Staff demonstrate a thorough and up-to-date understanding of safeguarding children issues and know what to do should they have concerns. Risk assessments are comprehensive and staff are extremely vigilant with regards to safety and security. Robust recruitment and vetting procedures are in place to ensure that children are cared for by suitable people.

Leaders and managers are exceptionally successful in inspiring the staff team and staff morale and enthusiasm is very high. Reflective practice is ongoing at all levels. The staff team are continually monitoring and evaluating the provision as a whole and looking for ways to improve the quality of the service provided to children and their families. Staff are proactive with regards to networking with other professionals and this enables them to exchange ideas and disseminate good practice. A substantial range of improvements have been made since the setting's last inspection and these include those made to the outside area. As a result, experiences and outcomes for children are greatly improved. Plans for the future are realistic and challenging and include developing strategies to involve fathers more in the life of the nursery and their children's learning and development.

Staff demonstrate an exceptional commitment to working in partnership with parents. Their views are actively sought and taken on board and parents interviewed during the inspection spoke very highly of the staff team and the nursery as a whole. Parents and carers are very well informed and regular two-way communication between staff and parents helps to ensure coherence and consistency of care for children. A successful key person approach is in place and staff members spend considerable time, and make the effort, to get to know children and their families. This helps to foster strong relationships and helps children settle quickly and feel secure. The nursery tries exceptionally hard to foster a sense of community. Staff, children and parents take part in fundraising events for local and national charities. Parents and carers are invited to workshops including musical babies and stay and play sessions and these sessions encourage them to learn alongside the children and help them to feel part of the setting. Visits from such people as police and fire officers, doctors and dentists provide children with positive role models and help to enrich their experiences. There are no children in the nursery who have special educational needs and/or disabilities or attend any other setting delivering the Early Years Foundation Stage. However, staff demonstrate a secure understanding of the value of working with other professionals when the need arises to ensure that they are meeting children's particular needs.

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

Children make excellent progress and thrive on the praise and encouragement that is a key aspect of their successful learning. Staff have high expectations for children. They skilfully ensure that experiences suit children's individual interests and abilities and also provide sufficient challenge to help them reach their full potential. They carefully observe children during play and expertly use what they have seen, alongside additional information gained from parents and other professionals, to plan children's next steps and inform their progress records. Staff build on what children already know and can do and this supports them to progress and learn. There is an excellent balance of adult-led and child-initiated play and children take a full and active role in their learning. The learning environment successfully promotes children's learning and development and is bright and child friendly. An extensive range of excellent quality resources are easily accessible to children and this promotes their growing independence.

Children are gaining the many skills they will need in future life. For example, they are learning to share, take turns and communicate with others. Staff are genuinely interested in what children say and do and readily get down to their level to interact with them. They respond sensitively to children's feelings, ideas and behaviour and actively encourage them to make decisions and problem solve. Responsibility and independence is actively encouraged and children receive plenty of praise for good behaviour, effort and achievement. Consequently, children show high levels of self-esteem and are eager to communicate with adults and to participate in the wealth of experiences available to them. Children learn about the wider world in many ways and these include access to a wide variety of resources that reflect diversity and participation in various activities inspired by religious and cultural festivals.

Children show an excellent understanding of how they should behave and what they need to do in order to keep themselves and others safe. For example, they know not to run indoors and take care when opening doors between rooms. Children show by their comments and actions that they feel very safe in the setting. They show care and concern for others and positive behaviour is encouraged through the setting's 'Golden Rules'. Children show an exceptional understanding of the importance of following good personal hygiene routines. They know that they must wash their hands before touching food and after going to the toilet and visits from various health professionals have helped to reinforce these messages. Children are provided with healthy meals and snacks and the nursery is very proud of the fact that their cook received a top industry award from a childcare publication in 2010. Great care is taken to ensure that menus reflect not only the food that children enjoy but also that which meets their individual dietary requirements. Staff thoughtfully promote healthy eating through discussion and planned activities. For example, on the day of inspection older children took part in a salad tasting activity and tried a range of produce including radishes, onions, beetroot and peppers. Not only did children taste the vegetables but they also investigated the different textures and smells and talked about colour and shape. This built on previous learning gained through growing produce in the

nursery garden and regular cookery sessions.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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