

# High House Nursery Ltd

Inspection report for early years provision

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EY269706

**Inspection date**

03/08/2011

**Inspector**

Clementina Ogunsanwo

**Setting address**

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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*.

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## **Description of the setting**

High House Nursery Ltd has been operating since 1985 and re-registered in 2003. It operates from three buildings surrounding the main house in Takeley, Stansted. A maximum of 101 children may attend the nursery at any one time. The nursery is open each weekday from 7.45am to 6pm for 51 weeks a year. The provision is closed for one week at Christmas. Children have access to a large, secure enclosed outdoor play area.

There are currently 132 children, from three months to under five years, on roll. Of these, 47 children receive funding for early education. Children come from the local area and attend for a variety of sessions.

The nursery employs 21 members of staff. Of these, 19 hold appropriate early years qualifications and two members of staff are currently working towards a level 3 qualification. One staff member has qualified teaching status. The setting receives support from the local authority.

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

Overall the quality of the provision is outstanding.

Children are safe and are making remarkable progress as a result of staff's active commitment to driving improvement. Staff make excellent use of what children know and can do to plan activities which take them to the next stage of their learning and keep parents well informed. The nursery has completed a detailed and accurate self-evaluation of their practice and they have an active commitment to improving the quality of provision and children's outcomes, most of which are outstanding. The setting has effectively addressed the points for improvement identified at the previous inspection.

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

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

- using information gathered through regular appraisals of staff to promote continuing professional development.

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

Children are effectively safeguarded because of rigorous systems which ensure their safety and well-being. A clear and detailed safeguarding policy is implemented well in the day-to-day care of the children. All staff take collective responsibility for keeping the children safe and have a secure knowledge of steps

to take to promote their well-being. Staff have undertaken the relevant safeguarding training and are fully aware of their responsibilities to refer any concerns they have about the children's welfare to the relevant safeguarding authority. Children are cared for in a safe, secure and well-maintained environment. A detailed risk assessment has been carried out on all parts of the nursery and regular safety audits are conducted to ensure that the environment is kept safe for the children. All policies are well maintained and accessible. The required records for the personal care, health and dietary needs of the children are in place. Similarly, an accurate record of children's hours of attendance and prior parental permission for the administration of medication is maintained.

The resources and activities are meticulously clean, well maintained and are used effectively for promoting the exceptional care and the learning of the children. For example, stimulating and age-appropriate toys and resources enable them to independently explore and learn from their environment. Staff make excellent use of art, music and movement to stimulate the younger children which makes learning fun and enjoyable. Clearly labelled resources and designated learning areas facilitate the children's informed choice and independent learning opportunities.

Staff take positive action to ensure that activities are effectively adapted to include all children thereby ensuring the active promotion of equality of opportunity and inclusion. Purposeful exploration and celebration of the ethnic background of the children is increasing the children's awareness of diverse cultures. Parents hold the work of the nursery in high regard. They share valuable background information about their children when they start and are encouraged to contribute to assessments and support current topics. Consequently, there is continuity of learning from the home to the nursery. Staff regularly inform parents about their children's progress. Parents are informed of current topics through newsletters, whilst plans are underway to devise a booklet to inform parents about the content of the curriculum. Positive links with local primary schools facilitate the children's smooth transition to the next stage of their learning. The strong partnership with external agencies for support and advice ensures that the needs of the children with special needs are met. Self-evaluation is incisive. Key priorities have been identified in the development plan and are worked on by all staff, although on an informal basis. Leaders and managers are highly committed to drive improvement. For example, leaders actively seek professional development opportunities which have made a significant contribution to all staff's consistent professional development.

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

Children are happy and flourish as a result of the high levels of care and the provision of a rich and meaningful range of activities. All the children, including the babies, toddlers and the pre-school age children, enjoy and actively undertake the full range of activities provided. For example, the pre-school children undertake purposeful construction of three dimensional models with bricks which sustains their interests for extended period of time. The younger children are calm and

have settled well into the familiar routines. Their close bond with adults is evident from their smiles and the ease with which they make their requests known to staff. Children are developing a keen interest in books and the toddlers freely choose books and hand them to staff to read to them. Children's opportunities to join in action songs and the increasing ability to imitate and create movement in response to music during dancing sessions makes learning meaningful. Similarly, the pre-school children have delightful learning experiences during the exciting topic on teeth which includes comparisons of the features of animal and human dentition and this is meaningfully linked to oral hygiene. Ample opportunities for creative expression through art, such as shape, sponge, ball, stone painting, finger printing and paint blowing, facilitate children's exploration of a range of patterns. Children interact well with each other during a range of lively game sessions and cooperate well with each other. As a result, behaviour is outstanding. Children's obvious enjoyment is evident in their delight as they explore the features of the setting's guinea pigs and African land snails. Staff's positive interaction with the children during activities extends their play. Children engage in lively conversations with both adults and children, particularly to talk about their daily experiences. Their increasing level of independence is evident at well-organised mealtimes during which the pre-school children serve their meals and eat independently whilst the toddlers require minimal adult support.

Excellent hygiene procedures are in place to prevent the risk of infection. Children routinely wash their hands after play sessions and before meal times. They demonstrate an excellent awareness of the benefits of adopting good hygiene habits. Their health and well-being are promoted excellently well through provision of a healthy selection of fruits and vegetables and the consistent access to clean drinking water. Their awareness of the benefits of a healthy lifestyle is further enhanced through a valuable topic on 'the function of the heart' during which they explore what happens to the heart following exercise. The additional exciting opportunity to monitor their own heart beat following exercise sessions enhances their learning.

Children thoroughly enjoy the opportunities to plant and water vegetables. They are learning about the importance of information technology through regular game sessions on the computer. Frequent discussions about keeping safe contribute to children's sensible and safe play. Children are developing an excellent awareness of an active lifestyle through regular music and movement sessions and outdoor physical play sessions, facilitated well by a range of climbing and balancing outdoor equipment. The pre-school children count accurately, explore number operations, read simple words and write their names independently, which is developing their skills for the future.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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