

Highfield Day Nursery and Link Club

Inspection report for early years provision

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Inspector Rebecca McGrath

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Type of setting Childcare - Non-Domestic

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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 and Link Club is owned by a private partnership and was registered in 1992. It operates from a converted building in Widnes, Cheshire. The nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 62 children may attend the nursery at any one time. There are currently 95 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 29 members of child care staff. Of these, 24 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 nursery provides a welcoming and stimulating environment where children are, overall, safe and secure. High priority is given to providing children with a secure basis to make good progress in their learning and development. The staff recognise the uniqueness of each child well, thus ensuring their individual development is met in most aspects. Partnerships with parents and other agencies are effective in supporting children's care and development and ensure continuity of learning. Through the efficient leadership and systems of self- evaluation, a good commitment to the continuous improvement of the setting is clear.

What steps need to be taken to improve provision further?

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

- ensure that daily checks identify all hazards to children
- develop and strengthen links between the observation, assessment and planning of children's next steps to ensure children reach their full potential
- ensure there is effective use of space outdoors for all activities.

The effectiveness of leadership and management of the early years provision

Confident leadership and management ensures that staff are well trained and have a secure understanding of their roles and responsibilities. They work well together as a team that is focused on catering for children's needs. Staff are very knowledgeable about safeguarding policies and have clear procedures in place to manage any concerns that they may have about children in their care. Thorough and detailed risk assessments are carried out on all equipment and areas used by the children to ensure a safe environment. Nevertheless, an exposed stereo wire has not been identified in the daily safety check and poses a risk to children's safety. Comprehensive systems ensure staff are suitably checked and qualified for the role.

The manager is fully committed to her role and has a clear vision for the nursery. She is continually developing systems and procedures to fully involve the staff team as the setting moves forward. The setting has conducted a self-evaluation and highlighted appropriate areas to work on to improve their practice. This positive approach to developing the quality of the service offered, demonstrates a good capacity for continued improvement.

The provision of the environment, access to quality resources and the good deployment of staff mean children are all equal and have an equal opportunity to participate. Through topics and available resources children's understanding of diversity is promoted which helps them understand about the wider world in which they live in. A varied range of toys and activities are provided daily for the children which are safe and suitable to the children's age and stage of development. This means children can play safely and develop their independence and ability to make choices and decisions.

Partnerships with parents and carers are good. Parents provide positive feedback and are complimentary about the care their children receive. A high level of information is gathered from parents at the outset to support children's settling-in process and to enable staff to respond well to their care needs. Parents receive regular information about the provision via newsletters and the many displays throughout the nursery. The positive links the nursery develops with local schools aid the children's transition. This promotes a complimentary approach to the delivery of the Early Years Foundation Stage. Teachers visit the nursery to introduce themselves to children and find out background information about them. The staff work closely with other professionals and outside agencies to improve the outcomes for children.

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

Children make good progress in their learning and development because staff have a secure knowledge and understanding of the Early Years Foundation Stage. They

plan a range of adult-led and child-led activities based on the children's interests. Children have their own 'learning journey' containing photographic evidence relating to their development. Close observations of children's play and learning is taking place and the staff have a good understanding of each child's development stage. However, links to learning from observations are not yet developed in order for planning to be progressive and ensure each child reaches their full potential. There is a robust key worker system in place and this ensures children develop secure relationships with adults. For example, a baby's face lights up when their key worker enters the room. Play is purposeful as the children confidently self-select and enjoy activities alone, in small groups or with an adult. Staff are skilled in engaging children's thinking through their play by asking questions and challenging them to extend their responses. Staff share warm relationships with the children and babies receive lots of hugs and cuddles.

Children's early writing is supported and developed through providing different ways to make marks. For example, they use paints, different size pens and crayons. The environment provides many visual prompts to encourage children to read and write for a purpose. They develop their communication skills well as they enjoy songs and respond to interactive rhymes. Children develop good skills in information and communication technology due to the resources, such as cameras, computers, electronic phones and musical dance mats. They learn about numeracy and problem solving by playing with the range of games and resources freely available to them. They begin to recognise numerals and shapes from various displays. The children thoroughly enjoy imaginative play, as they sit together chatting on their toy mobile phones. They interact well in role play situations and negotiate roles for each other, further developing their skills for the future. Their understanding of the wider world is effectively covered through the celebration of festivals, and a wide range of resources promote positive images of diversity.

Physical skills and confidence are enhanced as the children enjoy outdoor play. They benefit from the extensive outdoor area where the children enjoy collecting leaves and running freely in the open space. However, the outdoor area does not allow children to play ball games without disrupting other children's play. Children make the most of their physical play by riding bikes and using scooters to travel forwards and back.

Effective hygiene practices across the provision help minimise the risk of spreading infection. Children are aware of the importance of good personal habits, such as, the use of tissues and when to wash their hands. The children enjoy a variety of nutritious home cooked food and specific dietary requirements are handled effectively to meet children's individual needs. Children behave well and respond effectively to the expectations of the staff. Consistent and positive strategies used by the staff help children to understand why certain behaviour is unacceptable and encourages children to resolve their own conflicts. As a result, children cooperate and share with each other, resulting in effective relationships being formed between the children.

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	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

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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met