

# Highfield Nursery

Inspection report for early years provision

---

**Unique reference number**

EY281019

**Inspection date**

27/02/2012

**Inspector**

Mr Rasmik Parmar

**Setting address**

Drewry Road, Keighley, West Yorkshire, BD21 2HB

**Telephone number**

01535 661963

**Email**

admin@kiddicare.org.uk

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Highfield Nursery was registered in 2004 and operates within Highfield Children's Centre. It is managed by Keighley Kiddicare, a voluntary organisation which has been operating in the area since 1975. It is located in the Highfield area of Keighley, West Yorkshire. The nursery is open each weekday from 8am to 6pm for 52 weeks of the year, except on Bank Holidays. The setting serves the local culturally diverse community and surrounding areas. The nursery has a separate entrance within the Children's Centre. There are four playrooms for children in the early years age range on the ground floor. Children have access to fully enclosed and dedicated outdoor play areas according to their age group.

The nursery is registered on the Early Years Register and a maximum of 50 children may attend at any one time. There are currently 84 children on roll, some of whom receive nursery education funding. Children attend for a variety of sessions each week. The setting supports children with English as an additional language, and children with special educational needs and/or disabilities.

Practitioners are very well qualified and experienced and comprise of 23 members and trainees. The manager has a degree in childhood studies and Early Years Professional Status. Two practitioners have a level 5 qualification, four hold level 4, nine hold level 3 and two hold level 2. Most practitioners are working towards the next level in their qualification. The nursery receives support from the local authority and an advisory teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management team is highly motivated in delivering very good outcomes for children, who flourish in the stimulating environment and make good progress in their learning and development. There is an outstanding commitment to safeguarding children and to promoting inclusion as cohesive partnerships with parents and outside agencies ensure high levels of continuity and consistency for all children. Highly effective systems for self-evaluation and reflective practice lead to an outstanding commitment to continuous improvement.

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

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

- develop further opportunities for children to access outside specialists to support them in specific areas of interest.

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

There is strong leadership and management of the setting. Clear recruitment and vetting procedures ensure that all practitioners working with children are suitable to do so. Outstanding and robust procedures, including practitioners' continuously updated knowledge of safeguarding, ensure that children's safety and welfare is of paramount importance. Highly effective risk assessments for all areas, including outdoors, ensure any potential risks to children are minimised. A highly inclusive and welcoming service is provided. Practitioners help children celebrate their differences and similarities to ensure they feel valued and have a sense of belonging. Outcomes are clearly attributed to good use of resources, including highly effective deployment of staff. Outstanding systems to support children with special educational needs and/or disabilities are in place. The Special Education Needs Co-ordinator liaises closely with outside specialist agencies to ensure that very specific requirements for such children are precisely met, in conjunction with parents.

The nursery makes every effort to work in partnership with parents, who value this personal care, support and attention. Parents comment positively on how well staff know their children, which contributes to a trusting relationship. The organisation of the daily routine ensures that practitioners are always available to give daily feedback to parents about children's activities and progress. A broad range of useful information is available for parents on notice boards. They also receive regular newsletters to keep them informed about the setting. Their views are taken into consideration via questionnaires. Key persons ensure that children's assessment records are shared with parents regularly.

Partnership with outside agencies is outstanding. In general, there is at least one meeting per week with regard to multiagency working to support children and their families. Also, the setting has received an award for inclusion quality standards from the local authority to recognise the excellent practice. Transition arrangements with the local schools involve teachers who visit the setting and children who visit their prospective school, promoting smooth transition. Practitioners monitor their practice and are confident in identifying areas for improvement. There is an outstanding commitment to continuous improvement, especially through recognising and valuing practitioners and encouraging their professional development. Also, improvements made to the outdoors by creating dedicated areas of play for each group, together with shaded areas, grassed and artificial turf play surfaces, resources and equipment for use throughout the year, contribute enormously to improving outcomes for children in all areas of learning and development.

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

Children's learning and development is well supported through the provision of a good range toys and resources and a well-planned, interesting environment. Very

good interaction and supportive practitioners enable children to learn through play, together with a balance of adult-led and child-initiated activities. Practitioners acknowledge children's achievements with praise and actively promote their independence. Careful observation and assessment of children's learning and development results in positive outcomes for all children. A varied, interesting and challenging range of play opportunities and activities are provided. Future planning of activities takes into consideration children's current interests and information collected from their next steps. Consequently, children are engaged and making good progress in their individual learning and development.

Children have daily opportunities to experiment with a range of media and materials. They make marks with a variety of printing materials and practise pencil control with different writing materials. Children learn to count using everyday objects and gain an awareness of adding and taking away as they sing a variety of songs. They enjoy using an extensive range of equipment which enables them to learn about shape, space and weight. Children use information and communication technology and programmable toys to support their learning. Babies and toddlers benefit from freedom to explore materials, such as paint, and use tools, such as brushes and sponges, to create and experiment. They develop physical skills, both large and intricate, through the wide range of activities. Children thoroughly enjoy using a vast range of materials where they learn about texture. Play dough, sand, pasta and cornflour all provide real experiences using natural materials. While children have vast opportunities to learn and develop within the setting, the manager has recognised that they would like to introduce outside specialists to support them in helping children learn about specific areas of interest, such as the dentist, firefighters, baby massage and parents who may have skills to impart on children, as an area for further improvement.

Children have excellent opportunities to learn about healthy lifestyles. They are provided healthy snacks of fruit and nutritionally balanced meals. The setting has received an award for healthy teeth as low sugar foods are provided. Mealtimes are used most effectively to promote a good range of age-appropriate social skills. Children are encouraged to play outside and participate in games and lots of free play. Practitioners talk to children about the benefits and the effects of exercise and fresh air and that it is important to drink regularly to keep hydrated. Children wash their hands before snack time and after going to the toilet and any messy activities. Opportunities for children to feel safe are excellent as very sensible precautions are taken to minimise any hazards. Risk assessments are carried out to ensure all areas that children come into contact with are safe. Activities around road safety, regular fire evacuation practices, use of empathy dolls and story time, greatly enhance children's understanding of their safety and well-being. Practitioners have developed a deeper understanding of children's needs and allow younger children to sit quietly with their coats on without too much intervention. Children feel extremely safe and sit comfortably, knowing that they are accepted and not going to be ushered into activities. Also, practitioners are confident in their knowledge of children's development and allow children to take risks, taking into consideration the needs of others.

## 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	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>	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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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
--	---

### 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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

