

Highfield Nursery

Inspection report for early years provision

Unique reference number EY439617
Inspection date 03/07/2012
Inspector Mary Wignall

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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 Nursery is one of five privately owned nurseries. It has been registered since 2012. It is in a residential area of Blackpool. The children are cared for in two units, the nursery unit for children aged two to five years and the baby unit for children aged under two years. It is open each weekday from 8am till 6pm throughout the year, excluding bank holidays.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 55 children may attend the nursery at any one time. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language. There are currently 57 children on roll, all aged in the early years.

The owner holds a degree in Early Years and there are eight members of staff, of whom five hold an appropriate childcare qualification to at least level 3. The nursery provides funded nursery education places for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are active and enjoy warm relationships in the nursery. The staff and managers create a welcoming, interesting environment providing a firm basis for children to make good progress in their learning. Staff knowledge of the children and effective partnerships with parents and others mean, overall children's welfare is promoted well. Links with local child protection and inclusion teams ensure children's individual needs are fully identified and supported. Self-evaluation procedures include parents and local partners and lead to well-targeted plans for further improvement. The nursery prioritises the professional development of staff, ensuring any plans for further improvements are fully understood and are sustainable.

What steps need to be taken to improve provision further?

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

- include the outdoor area when planning relevant and motivating learning experiences for each child
- support children's growing independence as they do things for themselves, such as allowing children to serve their own food or communicate their own needs, such as when they are uncomfortable.

The effectiveness of leadership and management of the early years provision

The staff and managers have a clear commitment to safeguarding children. Staff effectively implement safeguarding policies and procedures. All staff, including those on work experience, receives training in the nursery's safeguarding procedures to ensure all staff work together to ensure children's welfare. Recruitment procedures are robust and ensure staff are vetted and suitable to work with children. On-going suitability is carefully monitored by appraisals and regular supervision sessions. Comprehensive risk assessments are conducted to ensure children's safety. The nursery's commitment to safety is evident on entering the premises. Access to children's rooms is closely monitored and safety certificates for the premises and equipment are clearly displayed for all to see. The nursery's self-evaluation procedures provide an accurate analysis of its provision and reflect its ambition for quality. Staff have a positive attitude to change and eagerly describe the benefits of planned improvements to the outdoor area, especially for younger children.

Close liaison with the local authority means staff and managers are fully supported. Children's individual needs are sensitively assessed by nursery staff and other relevant professionals. Staff liaise with parents and external agencies, such as, speech and language services, to ensure each child makes optimum progress given their starting points. Parents are fully informed about children's learning progress in attractive journals containing staff notes and photographs. Dedicated parents' notice boards in both units mean parents are fully informed of the nursery's policies and current events. Parents' views, obtained through positive relationships with staff, comments sheets and parents' questionnaires, are acted upon. This has led to improvements to the menu and the quality of information shared with parents daily. Diversity is promoted in the range of resources used by children, planned activities and welcome posters including those in different languages.

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

Staff plan a stimulating environment with cosy dens and relaxing spaces. Planning for individual children starts as soon as they meet the child and family. Baseline assessments include observations from parents and staff and ensure all staff have a good understanding of children's learning and development to date. Individual files contain monitoring sheets and termly summaries of children's progress and help staff, especially children's key person, to understand and plan for the next steps in children's learning. Planning is generally effective in identifying resources, the staff role and key learning intentions for children. However, planning is less effective for children's outdoor play. This results in, at times, staff not effectively supporting children's choice of play. For instance, some children wanting to play in the water struggle to find or put on the protective aprons. They get frustrated and wet which interrupts their play and fun.

Children have a healthy attitude to fresh air and exercise. They develop their

physical skills as they ride, slide, jump and climb. Generally, children follow good hygiene routines. They automatically use the child-friendly foam soap dispensers and well-placed driers. Children enjoy fresh fruit and a healthy choice of drinks. However, older children are not fully included in arrangements for meal times. They wait to be served and do not get opportunities to practise their developing coordination and self-care skills. Younger children are effectively encouraged to use the soap and drying facilities independently. However, procedures to ensure they are confident using the bathroom are not always effective, resulting in some children leaving the bathroom wet and uncomfortable. Babies' emotional needs are supported well. They are comforted when they wake, using comfort items such as blankets from home, and are cuddled until they are ready to join activities again.

Children learn useful skills for the future and demonstrate their understanding of safety in play. They happily take safe risks as they test their developing physical skills. Staff develop children's mathematical understanding as they say 'one, two, three' or 'ready, steady, go' before young children jump from low slides onto cushions. Older children use a range of mathematical language in play. They build towers of large wooden blocks, commenting on blocks being long, short, tall, medium sized or tiny. Outdoors children show great problem solving skills and cooperation. They work out how to free a stone that is stuck in a pipe used in play. At first they try poking it with long toys, when that does not reach they roll a ball down, successfully releasing the stone much to their delight and pride. Staff talk to children using open questions and modelling thinking. They ask questions, such as 'what would happen if the tower fell over', to encourage children to think and express their ideas.

Staff read stories with great expression, capturing children's imagination. They recognise children's different personalities and ensure all are included in activities. They join in skilfully to extend children's fun and learning. For instance, they join in as children make imaginary rockets. They talk about what they need and where they will go. Children are enthused and continue the game for some time. They demonstrate their understanding of the world and technology in actions and words. They press imaginary controls and talk of how fast and noisy it is. Children's understanding of technology is developed as they have access to a range of suitable equipment, such as cameras, telephones, and toy kettles. Young children have opportunities to explore the properties of sand and water. Staff show them how spoons and sieves collect and release water. They give time for them to feel and explore it for themselves, supporting their curiosity and fun.

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