

Highfield Hoppers Ltd

Alsager Highfields Cp School, Fairview Avenue, Alsager, STOKE-ON-TRENT, ST7 2NW

Inspection date	16/01/2013
Previous inspection date	21/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive and make outstanding progress in their learning and development, through staff's use of exceptional planning and assessment, inspired activities and highly impressive interaction.
- The dynamic staff team passionately embrace the characteristics of effective learning, as they plan and provide a rich, vibrant environment for children.
- Individual children or groups of children with special needs and/or disabilities receive outstanding, targeted support to help them to flourish.
- The mentoring of staff and the monitoring of practice are highly successful in the management team's pursuit of excellence, enabling the provision to maintain the highest levels of achievement for children.
- Staff develop impressive partnerships with parents and carers and involve them fully in the nursery and their children's care and education.
- Children are extremely well prepared for their transitions to school.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Inspector observed activities within the main playroom and outside areas.
- The inspector spoke with children and observed their play.
- The inspector spoke with the manager and staff throughout the inspection.
- The inspector viewed a variety of documentation, including; self-evaluation, learning journals, recruitment documents and a selection of policies and procedures.
- The inspector also spoke with parents to seek their views.

Inspector

Scott Oliver Thomas

Full Report

Information about the setting

Highfield Hoppers Ltd was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two rooms in a separate building on the campus of Alsager Highfields Community Primary School, in the Alsager area of Stoke-on-Trent. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3 or above. One of the managers holds Early Years Professional Status. The nursery opens Monday to Friday 50 weeks of the year. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions.

There are currently 90 children attending, who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage children to take turns with others through, for instance, the introduction of electronic timers or sand timers.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff create a vibrant and highly stimulating environment for children to play and learn. They motivate and inspire children's curiosity and learning through exceptional support and interaction, and challenging activities and experiences. As a result, all children flourish and make outstanding progress in all areas of their development from their individual starting points. Staff complete observations in the first few weeks that children attend and collate all the information to build a detailed picture about the child. They work very closely with their key children's parents to gain comprehensive information about their interests, likes, achievements and specific needs. This enables staff to gain important information about children's development across all areas of learning. Staff help to prepare children for school extremely well by encouraging frequent visits from their reception class teacher. A photograph book of the school, classrooms and teachers help children become familiar and prepare well for their move to school.

Teaching is rooted in expert knowledge of the revised Early Years Foundation Stage and how young children learn. Staff use this information well to tailor activity planning and help children to develop the skills, which they will need in the next stage of their learning. Staff place exceptional emphasis on motivating children's learning through play, exploration, problem solving and critical thinking. For example, they foster children's vocabulary and their fascination of the world around them impressively. Children's avid interest in the weather encourages staff to plan fun, challenging activities that inspire

them to use resources and equipment in different ways. Children use all their senses to explore the ice outside, for example; they touch and smell the ice, they observe its different properties, and then play with water to explore the melted source of ice. They collect ice in containers to bring inside, which children revisit throughout the day, to observe the changes caused by the warm air, turning it to water. Children's vocabulary is extended very well by the staff, as they describe the ice, which they have collected, using words, such as, 'frosty', 'freezing', 'hard' and 'clear'. Children develop their physical skills through regular outdoor play and learn new self-care skills, such as how to keep warm on cold days. Children's ideas are used proactively to inform planning, so that they take an active part in leading their own play and learning.

Frequent observations and very well-documented assessments assist staff extremely well to monitor children's progress and learning. For example, staff evaluate their ongoing observations and focus observations and recognise the uniqueness of each child and use the information to shape future planning. They routinely evaluate their key children's achievements and rigorously identify new targets for their development. Excellent knowledge of their key children's needs enables staff to differentiate and personalise their support for individual children. For example, they plan a letter and sound activity for a large group of children, using sound bags and separate into smaller groups to introduce the concepts of alliteration. This demonstrates staff's full understanding of how activities can promote children's learning in different ways.

Children's language development is skilfully fostered through purposeful conversations at mealtimes, story time and during children's play. Staff repeat phrases back to children to help them consolidate their vocabularies and they introduce new words to them frequently. For example, 'portion' when sharing bananas at snack time and 'symmetrical' when children build fantastic, complex structures with construction materials. Children develop their literacy skills as they choose stories for staff to read to them and they listen avidly. They confidently answer questions posed by staff that encourage them to talk and think about the story. Staff perceptively facilitate children's speech and language skills, making stories and props available for children to access at anytime. These inspire children to seek out their friends to join them for a story. They sit with staff, share the props out and hold the book, so that their friends can all see while they retell the story in their own words. Using ideas from the story and making links in their learning, children attempt to draw their own spider's web and proudly show staff. Children are interested in monsters and using their favourite colours, they draw images of their own toy monsters. They participate in monster games and computer programs, arranged by staff to provide exceptional extensions of activities, which skilfully incorporate many different aspects of learning.

Staff are creative in their use of resources to provide wonderful, new experiences and opportunities to extend current activities further. In water play, children investigate different resources and explore the concepts of weight as they observe how objects are heavy and light and float or sink. Activities that provide opportunities for the use of mathematical language, positional language, shape, quantity, size and pattern are plentiful. For instance, children use their fingers to measure the depth of water outside and calculate, which is 'deep' and 'shallow'. Staff maximise opportunities to introduce

numbers and counting, such as spontaneously counting children at the snack table and before going outside.

The contribution of the early years provision to the well-being of children

Children are happy, confident, have fun and enjoy coming to nursery. The fully embedded key person system works extremely well in supporting children's social and emotional well-being. Staff plan one-to-one time with key children, small group work and whole group gatherings and expertly nurture children's confidence and sense of security.

Staff give exceptional support to all children, including those with special needs and/or disabilities, helping them to flourish, feel special and fully included in the nursery. Meticulous implementation of individual education plans and excellent inter-agency working, ensures that children's needs are extremely well met. Children develop a very positive sense of themselves and respect for others through the fantastic support and excellent activities, which staff provide.

Staff work very closely with parents to tailor settling-in arrangements that are specific to children's needs. The warm welcome and highly positive, relaxed approach from staff has a very calming influence on the children. As a result, children are happy, settle quickly and build very close attachments. They take very active roles in decision-making and readily contribute to activity planning. Children show great independence in choosing what they play with, where they play and whether they join in adult-guided activities. This helps children to feel valued and respected, enabling them to thrive and reach their full potential.

Staff model positive behaviour and negotiation skills expertly. This promotes children's abilities to manage situations sensitively, with increasing independence and self-control. For example, when a group of children, who are working collaboratively with construction materials are asked politely by a child if they can join in the activity, they readily share some of the materials and also check if their friend has enough for their play. This shows that children build excellent relationships and are very kind, caring and supportive of their friends.

Children behave well and follow the rules and boundaries for acceptable behaviour. They know what is expected of them and take some responsibility to manage their own disputes, although, this could be further developed by encouraging children's cooperative skills and turn taking further, for instance, through the use of timers. Children know the daily routines extremely well, so that they are very settled and have a sense of belonging. They remind their friends that they have five minutes left before tidy-up time. All the children help to tidy their toys, working well as a team to carry heavy boxes and place toys back where they belong. Continual positive praise, enthusiastic encouragement and meaningful targeted support, successfully promotes children's self-esteem. This inspires the children to persevere and concentrate, show pride in their achievements and to become highly motivated, active learners.

Children benefit from healthy, nutritious snacks and plentiful opportunities for physical

exercise everyday that contributes to their good health. They have fun outside, pedalling trikes and using a wide range of equipment to encourage their physical skills and fitness. Innovative ideas and activities skilfully increase children's awareness of the impact of exercise on their health and well-being. They use a stethoscope in role play to listen to their heartbeat and adults talk about the changes to their bodies when sitting and running. Staff encourage children to talk about dangers, which they see and to reflect why something may be dangerous. As a result, children show a very good understanding of how to keep themselves safe. They use scissors and tools safely and confidently explain that they need to be careful when outside in case they slip and fall over.

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

Children flourish and are very happy because staff's commitment to them, secure and vibrant environment that is highly conducive to learning. The spacious play areas and extensive range of stimulating, high quality resources and equipment are presented in open, low-level units. This empowers children's independence, nurtures their creativity and inspires their learning extremely well. Staff are meticulous in their maintenance of the resources through regular safety checks and cleaning.

Exceptional organisation, thorough risk assessment and comprehensive awareness of safeguarding issues amongst all staff, significantly enhances children's well-being. As a result, staff prioritise child protection concerns and deal with them effectively. Extensive recruitment and vetting processes and rigorous induction methods ensure the suitability of staff. Staff deployment is very successful in meeting children's needs and careful consideration is given to maintaining their safety at the beginning and end of each session.

The inspirational management team achieve excellence in all aspects of the provision, including sustaining the highest levels of achievement for all children. They motivate the staff and manage their performance and professional development exceptionally well. Staff update their skills and knowledge through frequent staff meetings, supervision and excellent access to regular training. This results in a highly skilled and dynamic staff team, who demonstrate first-rate knowledge of their roles and key responsibilities within the curriculum. Staff use their new skills and understanding expertly, for example, developing and providing an extremely strong programme for communication and language. Both managers are extremely positive role models for staff to aspire to with one achieving their foundation degree in early years and the other achieving Early Years Professional Status. Since the last inspection, the management and staff have worked extremely hard to address weaknesses. This has led to significant improvements in facilities and children's learning opportunities in the outdoor environment.

The management team have very high aspirations for quality and communicate ambition and drive successfully. Staff observations, feedback from parent questionnaires, frequent audits and regular reviews of the self-evaluation document, provides rigorous and extensive monitoring, analysis and self-challenge. As a result, exceptionally high targets are identified and these have had an outstanding impact on children's achievement and

well-being. The management team skilfully oversees children's transitions between nursery and school. Staff meet with teachers to share children's progress information. This ensures children's individual learning needs are fully understood and supports smooth transitions.

Procedures to monitor and evaluate children's learning and development are highly effective and support the early identification of learning support needs. This enables staff to seek additional help for children quickly. Staff liaise extensively with parents and other professionals involved with the children and ensure that the outstanding partnerships are fully embedded. Staff's passionate and exemplary approach to promoting children's education is demonstrated through the high quality support and challenge, which they provide for children with special needs and/or disabilities. Staff devise very specific learning aids, which aid children's progress. For instance, pictorial timetables that skilfully aid children's communication and understanding are created and these are also shared with parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY338686
Local authority	Cheshire East
Inspection number	895899
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	46
Number of children on roll	90
Name of provider	Highfields Hoppers Ltd
Date of previous inspection	21/10/2008
Telephone number	01270 878205

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

