

# Highnam Day Nursery

Lassington Lane, Highnam, Gloucester, Gloucestershire, GL2 8DH

<b>Inspection date</b>	09/09/2013
Previous inspection date	04/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy, comfortable with their 'key person'. Staff implement this system well so children progress successfully in all areas of learning and development.
- The management and staff have made significant progress since the last inspection. Resources have been increased. Better assessment of children's progress and activity planning now contribute to staff having a clear understanding of how to help children progress.
- Safeguarding requirements are now understood and implemented well by management and staff, so children's welfare is promoted effectively.
- Evaluation of practice is now highly effective. All staff contribute to the process, which means they feel more included in the nursery's improvement and development.

### It is not yet outstanding because

- Although children have some opportunities to take on small responsibilities, staff do not extend children's personal, social and emotional development by encouraging them to undertake suitable tasks as often as possible to support growing independence.
- Although children's individual needs are met well in the nursery, staff do not link with other early years settings that children attend currently, so all adults involved with the child take a consistent approach to their learning and development.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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

- The inspector observed activities in all playrooms and the garden.
- The inspector had discussions with the manager, staff, children and parents.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies and procedures, including the safeguarding policy.

## Inspector

Hilary Tierney

## Full Report

### Information about the setting

Highnam Day Nursery is owned by Highnam Day Nursery Ltd and registered in 2004. It operates from a purpose-built, two-storey building in the village of Highnam, situated near Gloucester. The nursery serves the village and surrounding area. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays. Children may attend for a variety of sessions. There are currently 55 children attending in the early years age range. The nursery also offers care to children aged over five years, to eight years. It is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. The nursery receives funding to provide free early education for three and four-year-olds. It supports children with special educational needs and/or disabilities, and children who learn English as an additional language. There are 15 members of staff and a number of bank staff. Of the permanent staff, 12 hold appropriate children care qualifications.

### What the setting needs to do to improve further

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

- extend ways to increase children's independence, for example by encouraging them to take on suitable responsibilities as often as possible, such as during mealtimes
- develop partnerships with other early years settings that children attend, so that all adults involved are able to take a consistent approach to children's learning and development.

### Inspection judgements

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

Children are progressing well in all areas of learning and development because of the significant changes that have been made to the nursery provision since the last inspection. Staff are clear about how they observe and assess children's learning and development. They target children's next steps for development and their personal interests well, and plan activities to reflect these. Resources have been increased and children now have access to a wide range of natural materials too.

All children enjoy playing and exploring in the environments planned by staff. Sand trays

that contain logs, sticks and shells, helping them learn about the natural world. The younger children play with large pieces of foam, car tyres and logs. They enjoy climbing and developing their physical skills. Children enjoy sand play and developing their play using resources that encourage pretend play, so they make farm yards in the sand, for example. Children enjoy being outside and using water with soap to wash cars and walls. They pretend to wash the logs in the garden and as their friends drive up in their cars they wash the cars pretending to be in a car wash.

Children have easy access to books. Staff have developed the book corners in all rooms. These are now cosy, inviting and interesting for the children. Children enjoy looking at books with the staff or alone. Labelled resources help children understand that words have meaning. Children use pens, paper and other writing materials. They enjoy mark making and are starting to try and write their names with encouragement from the staff. Staff speak to children clearly and constantly, which helps to develop children's early language skills. Staff speak to the younger children in a caring manner and speak clearly. This approach helps the younger children start to understand language. Staff use plenty of praise and encouragement when talking to children, which helps to promote their self-esteem and confidence.

Children are learning about sharing and taking turns well. They are taught to be kind to others as they play. Staff are quick to intervene with children when they need to. This means that any minor squabbles are quickly sorted out. The use of sand timers works well to help children gain some understanding of time and what will happen next. For example, the staff remind children that when the timer runs out it will be time to tidy up or to change toys. When children move rooms, they are supported well during the transfer period. Their key person will take them for visits in the next room. Children are acquiring the skills, attitudes and dispositions they require to prepare them for school or their next stages of learning, such as when they move to another room.

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

Children appear very happy and enjoy being at the nursery. They are forming attachments with their key persons, which helps new children settle quickly. The younger children have their care needs met by their key person. Staff are sensitive to children's needs and offer reassurance when children require it, such as comfort when they get tired.

Resources have been increased and greatly improved for all ages of children. Children now have easy access to natural materials, 'treasure baskets' and resources that reflect the diversity within the local community. Children enjoy exploring different textures such as wood, sand, clay and water. Resources now provide challenge and interest for the children, which support their learning through play. Displays of children's work contribute to promoting a welcoming environment. Children behave well; staff remind them to share and take turns as they play, so expectations are clear. Older children understand the nursery 'rules' They enjoy watching the timer and telling the other children it is time to change over toys.

Children are learning about healthy lifestyles. They understand the importance of hand washing before meals, after being outside, using the toilet or wiping their noses. Staff are good role models and interact with each other and the children with respect, as they obviously enjoy being with the children. Children enjoy snacks and meal times but staff miss some chances to encourage them to take on small responsibilities to promote their personal independence as well as possible during these routines.

Children enjoy outside play and the enclosed garden area has been developed so that all areas of learning are covered. Letters, numbers and shapes are displayed in the garden, so children may learn to recognise these. Children enjoy having the numbers put on their cars, so they can park in the corresponding numbered space. Children enjoy the new 'mud kitchen'. They find out what happens to the soil when water is added; explore the texture of the mud and enjoy the activity of digging and discovery

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

There have been significant changes to the nursery since the last inspection. All actions set at the previous inspection have been addressed. The new manager is motivated and enthusiastic, which means that she has brought fresh ideas and instigated positive changes in the nursery environments. The staff, as a result, are now highly motivated and eager to bring about improvement and change themselves. Staff are fully encouraged to evaluate their practice and make suggestions to drive improvement. Staff carry out observations of each others' practice and the manager regularly spends time in the playrooms observing staff practice too. Staff are now monitored and supported in their professional development. Regular staff and management meetings with the provider mean all are kept informed about changes. Staff now have a clear understanding about the learning and development requirements. Evaluation of practice has been effective with clear targets to achieve improvement put in place. This change of approach contributes to the drive for continuous improvement.

The provider has a good understanding of the responsibilities to meet the safeguarding and welfare requirements. These are met effectively. Daily checks are carried out, and clear risk assessments are in place for all areas of the nursery and any outings for children. The safety of the children is of high priority. The premises are a safe, secure environment where children may play safely. They are equipped with coded locks on the main doors and closed circuit television. Staff are vigilant in their supervision of children. They all have a clear understanding about child protection procedures and what to do if they have any concerns about children in their care. Staff are suitably checked before they start to work with the children and receive detailed inductions. All policies and procedures are now reviewed and have been changed in line with legal requirements. The provider has a good understanding about the learning and development requirements. Staff have changed how they conduct observations of children, assessment of their progress and the planning of activities. As a result, these are now focused and staff are able to clearly identify children's next steps in learning, through knowing their interests and plan around these to meet children's individual needs.

There are good partnerships with parents and carers. Detailed information is regularly shared with them through 'communication books' and verbal exchanges of information with the key person on collection. Notice boards, newsletters and parental questionnaires are all used to include parents in their children's care and improvements to the provision. Parents speak highly of the staff and the changes that have been made. Links with the local school are good, but links with other early years settings, such as pre-schools and other nurseries require development, so that all adults can take a consistent and coherent approach to the individual child's learning and development.

### **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 action. 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

<b>Unique reference number</b>	EY276741
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	888574
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Highnam Day Nursery Ltd
<b>Date of previous inspection</b>	04/10/2012
<b>Telephone number</b>	01452 416 000

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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, which are usually the childminder's 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](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.

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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

