

Highfields Day Nursery

HIGHFIELDS SCHOOL, London Road, Newark, NG24 3AL

Inspection date

Previous inspection date

14/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The impact of staff's teaching on children's learning and development is good. Children make good progress because staff have high expectations of all children. They complete regular and precise assessments of children and use these effectively to plan suitably challenging activities.
- Staff ensure children are happy and enjoy their learning by finding out about children's needs, likes and dislikes and talking to parents regularly. A warm and welcoming environment helps children feel at home, safe and secure, so that they have a firm basis upon which to enjoy their education.
- The manager understands her responsibility for the implementation of the Early Years Foundation Stage and monitors the educational programmes effectively so that children receive a broad and balanced curriculum.
- Staff have a good understanding of safeguarding, which means children are kept safe from harm.

It is not yet outstanding because

- Occasionally opportunities are missed for children to develop their independence skills during daily routines, such as lunchtime.

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.

Inspection activities

- The inspector observed children and held a joint observation with the manager
- The inspector looked at children's assessment records and a range of other documentation
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Tracey Firth

Full report

Information about the setting

Highfields Day Nursery was registered in 2013 is on the Early Years Register. It is situated in purpose-built premises within Highfields Independent School, Newark, Nottinghamshire. The nursery serves the local area and is accessible to all children. There is direct access to an enclosed play area for outdoor play. A dedicated wooded area is used for Forest School activities.

The nursery employs five members of childcare staff including the school's reception teacher and the manager who holds a qualification at level 6. The other nursery staff hold early years qualifications at levels 3, 4 and 5. The nursery opens for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 21 children attending who are in the early years age group. There are presently no funded children on roll. The nursery supports children who speak English as an additional language and children with special educational 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:

- extend opportunities for children to enhance their independence skills during everyday routines, for example, by encouraging them to make choices and serve themselves at lunchtimes.

Inspection judgements

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

The nursery provision meets all children's needs effectively because staff know all the children well. Activities are differentiated to include all children. Educational programmes for the prime and specific areas of learning help all children to reach and exceed expected levels of development. The planning process incorporates children's individual interests and development needs. Staff speak clearly and respectfully to children and always get down to their level. Children are effectively listened to and questioned by staff to extend their learning to a very good standard. Forest school is taught one day per week by the trained reception teacher, where children observe fires being lit outside and are helped to toast marshmallows. They study leaves and berries, make clay faces to decorate an outside area and they enjoy, hiding and finding objects under leaves and in trees. These stimulating activities effectively cover both prime and specific areas of learning. Staff demonstrate high expectations, enthuse, engage and motivate children well. For example, children's achievements both in nursery and from home are written on the petals of paper flowers that form a wall display. When all the petals are full the flower is taken home. Children are encouraged to be proud of their achievements and share them with parents. They are challenged to try new things and praised for their efforts. A large variety of

learning resources are made easily accessible to children both inside and outside. These are used well, capturing children's interest and imagination. For example, the nursery's pond is used for a variety of learning experiences. All staff use open-ended questions to extend children's learning and imaginations. As a result, children's communication and language skills are developing very well, including those who speak English as an additional language.

Children's interests and feedback from parents are linked into plans for learning. 'Starting from the child' and 'Interests and what I like doing' records are completed by key persons for each child. Also, 'Next Steps Analysis' forms are appropriately detailed. Information from both records forms the baseline from which progression is recorded, monitored and measured. Observations are carried out regularly providing information for staff to link learning to development targets and plan next steps. To further enrich learning experiences, the nursery has the use of the school's minibus for educational trips, such as libraries and farm visits. A good range of festivities and cultures are explored, providing a rich multi-cultural learning environment and children gain an awareness of themselves and each other's similarities and differences. This supports children to acquire the skills and capacity to develop and learn effectively and to be ready for the next stages in their learning, especially school.

Nursery staff work well with parents to settle children. Home visits are carried out, information is shared in a variety of ways, such as the home/school diary for the younger children or those with additional needs. This helps parents share what they know about their children and keep parents informed about their children's achievements and progress. Parents are engaged in the children's development and learning through regular discussions with staff and parents' evenings to talk through their child's 'progress and development files'. Parents' views are also recorded so they can share what they know their child can do at home. These inform parents of their child's progress and help them to understand about the Early Years Foundation Stage.

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

An effective settling-in procedure ensures all children are secure with their key person and the nursery environment and are ready to learn. This means all children form appropriate bonds and secure emotional attachments. Each child's key person gathers good information from parents as they carry out home visits prior to the child starting. This effectively ensures children's individual needs are met. All children talk with their peers and are confident to approach staff; they are happy and enjoy what they are doing. Children behave well and know what is expected of them. They are supported to follow routines taking into account children's age and level of understanding. Children are developing their independence as they explore their surroundings and use their imaginations. However, there is scope to enhance children's skills during every day routines, such as serving themselves at lunchtime.

During singing time, all children show interest in the activity, joining in with most of the song words and stamping their feet and waving their arms to the tune. 'All about Me' books cover each child's achievements, preferences and emotions, such as 'what makes

me sad', 'people who are special to me' and 'things I am anxious about'. The information is used to form activities that help children feel safe in their environment, identify and meet their emotional needs. Staff support children to develop an understanding of the importance of physical exercise. Children develop their physical skills as they enjoy running around, jumping in and out of hoops. They learn about a healthy diet because staff talk to them about making healthy choices. All food provided is cooked on site and is fresh and healthy. Children manage their own hygiene and personal needs very well. Toileting and hand washing facilities are accessible and clean for children to use independently with appropriate staff guidance and prompting. Children learn to keep themselves safe through practical daily routines and staff guidance. Children are prepared for transitions into other early years settings. Links have been made with local schools through attending taster sessions accompanied by nursery staff. Support and information is shared to ensure continuity in children's care and learning.

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

The provider meets the safeguarding and welfare requirements of the Early Years Foundation Stage at all times, implementing them consistently to create an environment that is welcoming, safe and stimulating. Staff have a good understanding of safeguarding and know what to do if they have any concerns about a child in their care. Security is good. Coded door locks are in place and visitor's identification is thoroughly checked before access is given. Staff are effectively deployed to ensure children are well supervised at all times and thorough risk assessments are regularly carried out to ensure activities and outings are safe. As a result, children are effectively safeguarded.

Staff are well qualified and they attend regular training to ensure they keep up to date with new ideas and changes to early years practice. The impact of staff qualifications on the quality of teaching and learning experiences for children is good. The manager is able to talk through each member of staffs' progression and training and an action plan highlights targets for improvement in staff monitoring and progress. Self-evaluation is good and takes into account the views of staff, parents and children to support the drive for continuous improvement. The provider fulfils their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage, including overseeing the educational programmes. Activity plans and resources are recorded and linked to all areas of learning. Children's abilities and progress are observed and monitored to ensure they make good progress.

Effective partnerships with parents and external agencies are in place. These help to secure appropriate interventions for children to receive the support they need, particularly for children with special educational needs and/or disabilities. A parent questionnaire provides positive feedback for the nursery and staff and information is also shared through a suggestion box and a regular newsletter. Parent consultation sessions are held twice a year with their child's key person.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY466978
Local authority	Nottinghamshire
Inspection number	931935
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	21
Name of provider	Newark Preparatory School Limited
Date of previous inspection	not applicable
Telephone number	01636 704103

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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.

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