

Early Years @ Highfield Daycare

Highfield Nursery School, Chesterfield Drive, IPSWICH, IP1 6DW

Inspection date

16/10/2014

Previous inspection date

19/11/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

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

- The quality of teaching is excellent. Staff deliver exceptional educational programmes, as they are extremely knowledgeable. Children make accelerated progress from their starting points, as interventions in their learning are swift. Therefore, gaps in children's learning are closed rapidly.
- The leadership team has an uncompromised dedication to improving the outcomes of the children who attend. They are exemplary in their practice and meticulous in their self-evaluation. Therefore, they are able to provide a first class early years experience to children.
- Children are exceptionally well-protected because the setting's safeguarding procedures are meticulous and highly effective. The setting has exemplary recruitment procedures, which includes inductions, on-going supervisions and appraisals. These robust systems make a positive contribution to the outstanding skills and practice of staff.
- Partnership working is exceedingly well embedded in all elements of practice. Staff work innovatively with children's parents and a range of agencies, to promote children's welfare and improve their achievements.

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 the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the managers.
- The inspector held meetings with the management team of the provision.
- The inspector looked at children's assessment records, planning documentation and data analysis.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kerr Cobbett

Full report

Information about the setting

Early Years @ Highfield Daycare registered in 2006 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in Ipswich, Suffolk and operates from a purpose built setting on the same site as the school nursery and children's centre. Early Years @ Highfield Daycare is a limited company run by the governors and directors of Highfield Nursery school and Early Years at Highfield. The premises comprises of one main playroom and an enclosed outdoor play area. The setting has access to a natural meadow area off site, and daily access to the nursery garden area and children's centre facilities, such as the community room. The setting has a separate entrance with a secure intercom system. The setting employs 14 members of staff, all of whom hold an appropriate early years qualification to at least a level 2. There are two named managers, one of whom holds a qualification at level 6. The other manager has Early Years Professional status, along with two other members of staff. The setting opens five days a week, for 50 weeks of the year, from 8am to 6pm. There are currently 64 children on roll, all of whom are in the early years range. Children attend from the local area and surrounding areas, for a variety of sessions. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already excellent programmes for children's understanding of the world by incorporating a wider range of information and communication technology resources in the outdoor learning environment to further enrich and maximise their learning opportunities.

Inspection judgements

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

The quality of teaching is exemplary. Staff use their expert knowledge and excellent teaching skills to provide high quality experiences for all children. Teaching includes skilful questioning and promotes critical thinking. This is used in collaboration with exciting and stimulating activities, which challenge all children across their developmental stages. Activities are differentiated to meet the needs of the range of children who attend by using individual planning documents and the exceptional key-person procedures. Furthermore, there is a rigorous monitoring programme that identifies key trends in development and areas that the setting can enhance. As a result, all children's needs are met exceedingly well. Teaching is extremely effective because staff are highly skilled to deliver innovative activities that inspire children. For example, adult-led activities are set in small groups, which allow individuals to express their ideas and interests. Staff who is

engaged in meaningful play with children responds to these interests and ideas. The story-led curriculum provides a language-rich environment, which is engaging for the children, as they enjoy familiar books. The range of activities the setting provides is excellent in supporting the different ways in which children learn. Staff have high expectations of children. For example, the rigorous monitoring of the educational programmes ensures that each child is suitably challenged, based on their starting points. As a result, children make outstanding progress towards the early learning goals.

Children develop outstanding physical, communication and social skills, which prepares them well for their future learning. For example, staff set up activities to encourage communication and language both indoors and in the outside area. One child explains that the white paint she is exploring with her fingers feels like cheese spread. The staff maximise this time to sit and socialise with the children, which in turn provides a rich, learning experience, spanning across the seven areas of learning. Staff have an expert knowledge of what children need in order to be ready for the next stage in their learning. They work exceptionally well with the school nursery and the children's centre. Children throughout the whole setting are exceptionally well prepared for their next stage in learning. They are acquiring the skills and dispositions they will need in readiness for school because of the exemplary partnerships built with the school on the site and those in the surrounding areas. Children have a wealth of opportunities to participate in child-initiated play and staff expertly facilitate their ideas, bringing out the learning in everything they do. Staff are well deployed, relaxed and support children very well. They interact warmly with children and show genuine interest in what children are doing. Priority is given by staff to developing children's communication and language skills. For example, staff build on the setting's story curriculum by re-enacting the story of setting off to hunt for the bear, in the garden. As a result, all children are highly absorbed in their activities and make excellent progress.

Staff routinely review their observations to assess children's progress and to identify the next steps in their learning. The setting manages an excellent two-way flow of information between parents and staff, which helps staff to plan for children's learning. Staff meet with parents regularly to discuss what the next steps in children's learning will be, and parents have free access to their child's progress document. This means that planning is highly effective at providing the right level of challenge for all children, including those who speak English as an additional language and children with special educational needs and/or disabilities. Parents are encouraged to take home story books to share with their children. This further encourages parental involvement in children's learning and enhances the excellent partnerships with parents as they can confidently support their children's learning at home. The progress check for children between the ages of two and three years is completed, providing an accurate written assessment of children's achievements and next steps in the prime areas of learning. Parents contribute to the check and staff share it with professionals, resulting in appropriate interventions in children's learning, as required.

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

Children enter the setting happily, because there is an effective key-person system in place, which helps children to settle quickly. Staff work exceptionally well together with a full understanding of the importance of children's well-being. Initial visits into the setting ensure there is a collaborative approach to supporting changes in children's routines. Children's emotional well-being is given top priority by staff. This ensures that all children develop supportive attachments, which ensure that they gain the confidence and self-esteem to try new challenges. Parents share comprehensive and detailed information about their child's care and learning needs upon joining the setting. Feedback on each child's day is shared with parents by the key persons. This helps to establish the excellent transition progress and informs the effective partnerships. As a result, this extremely sensitive process results in children being very happy, highly settled, secure and confident to learn and explore their exciting and engaging environment. This prepares them well for the next stages in their learning. Children's views are highly respected and used in self-evaluation to ensure the learning opportunities, which are planned, meet their interests and individual needs. Resources are of an exceptionally high quality and are well matched to the developmental stages of children who attend. Resources are accessible to children, as adults have organised them well into the various learning areas. For example, the early writing area is well stocked with a range of materials to make marks with. Independence is promoted excellently throughout the daily routine. For example, children choose whether they want to play inside or outside and manage their own health needs, where appropriate for their age and stage of development.

Children are developing a superb knowledge of why physical exercise is important. They regularly access the meadow and the large outdoor area, where they are able to learn skills across all seven areas of learning. Staff are enthusiastic during outdoor learning and emphasise its importance through skilful teaching, demonstrating the impact exercise has on their bodies. Meals are healthy and children are learning why it is important to eat a healthy diet. This is exceedingly well planned for. For example, circle time is used to discuss what foods children have had during the snack time and if they are healthy or not. Staff discuss the different types of food as children learn what is good for them. During the lunch period, one child explains their understanding of strawberries and how they go from green to red. Staff effectively support these conversations, discussing when they are ready to eat. Staff support children's understanding about the importance of hygiene. Staff model good hygiene and good table manners. Staff use lunchtime as an opportunity to introduce independence as children scrape their plates and pour their own drinks. Children are encouraged to talk about the natural environment and grow a variety of herbs and vegetables in the outside area. The area is engaging and exciting with an excellent range of resources. The outside area is very much a continuum of the playroom with valuable displays and well thought areas to promote the seven areas of development. Physical development is promoted through a wide range of resources and experiences. As a result, children's behaviour is exemplary because they are fully engaged in a range of inspiring activities.

Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Positive behaviour is consistent with children happily playing games together and socialising in friendship groups at mealtimes. Children are polite and respectful and this is due to the extremely positive modelling of staff, who

demonstrates high levels of respect towards one another, and most importantly, to children. Children are secure and confident in everything they do and are curious to find out by asking questions. These personal skills, in managing their emotions and developing positive relationships, support children extremely well towards the next stage of their learning, such as school.

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

The management team have an outstanding understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are kept safe and their welfare is promoted exceedingly well. Safety is of the utmost priority. The procedures for safeguarding are rigorous and include a collaborative approach with all relevant agencies. Recruitment procedures are robust and the management are extremely knowledgeable of their responsibilities. As a result, the staff employed have an excellent understanding of their role and responsibilities. The management have very high expectations of their staff, developing a highly effective mentoring programme to ensure that excellent practice is embedded from the start. Staff explain how beneficial this is for their own well-being and transition needs. All staff are suitably checked. Staff, students and volunteers receive a detailed induction to ensure they know how the setting operates and to comply with all requirements, including policies and procedures. Staff are highly valued by the management team and participate in the review process for all these documents and procedures. Staff have access to a wide range of training, both internal and external. Training is completed on a regular basis by all staff, matched to the strengths and areas of development of the setting. As a result, training continually improves the quality of teaching. All staff undertake child protection training and have a clear knowledge of local child protection procedures. All staff receive an excellent level of supervision and appraisals, which enables strengths to be shared and contributes to building their confidence and self-esteem. Coaching is exemplary and used very effectively to build on personal performance. Policies and procedures are current and cover all relevant requirements. All staff who are involved in reviewing them understand them, and therefore the practice of staff is consistent.

The management team effectively oversees the outstanding educational programme and ensures that the quality of teaching of all staff is consistently high for all children. The management team's dedication to improve is inspiring. This dedication is carefully documented in the setting's comprehensive self-evaluation form, as well as within a very detailed operational plan. Every new piece of training or change within this setting has been reviewed; the benefits have been considered and then well documented. This is not only outstanding practice of the management team, but of all staff who strive towards excellence and adopt different teaching approaches in order to support all children to make the best possible progress. The management team monitor different aspects of the teaching and planning, including those used for children with special educational needs and/or disabilities, through sophisticated systems of observations, sampling planning and analysing development across the seven areas of learning. As a result, all teaching and

planning is of exceptionally high quality and is consistently improving. The setting has identified and developed a comprehensive action plan to enhance the already outstanding environment. Information and technology within the outside area has been identified as an aspect to be enhanced further. Due to the imaginative teaching, the managers are clearly able to demonstrate, through effective monitoring, how the activities and experiences provide depth to children's learning. This includes noting how well they are matched to the needs and interests of each individual child. The progress of children is recorded through tracking documents and children's individual assessment records. These provide a clear overview of the excellent progress children make from their starting points. The management team routinely check the accuracy of these assessments through reviewing observations and using guidance to benchmark judgements. The setting's special educational needs coordinator monitors groups of children, such as children with special educational needs and/or disabilities, and quickly identifies children that are not making the expected progress to ensure gaps in learning are closing through meeting their individual needs. This is always completed through a collaborative approach with the child's parent, key-person and the management team.

Partnerships with parents are outstanding. Parents overwhelmingly report that they are very happy with the setting. It is clear that the setting fully encourages parents to have a shared approach to their children's learning. Very informative display boards, parent prospectus and regular communications, ensure that parents are fully informed about all aspects of their children's learning and development. The setting has inspirational links with the school and children's centre, which ensures there is a collaborative approach to partnerships working.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY337155
Local authority	Suffolk
Inspection number	849219
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	64
Name of provider	Highfield Children's Centre Limited
Date of previous inspection	19/11/2009
Telephone number	01473 742534

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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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