

# Highview Nursery

144 Tower Hill Road, Upholland, SKELMERSDALE, Lancashire, WN8 0DT

## Inspection date

05/12/2014

Previous inspection date

16/02/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 quality of teaching and learning is good. This is because staff plan a varied and interesting range of activities that are based upon children's interests. As a result, children make good progress from their starting points.
- Staff are good role models. They are deployed well, use consistently applied strategies and provide clear guidance to children about what is acceptable behaviour. Consequently, children are happy and settled in their play.
- There are good partnerships with parents, carers and other professionals and effective information is shared, which strengthens children's learning outcomes.
- Staff give high priority to safeguarding children, and provide a safe and secure environment in which children play and learn.

### It is not yet outstanding because

- Staff do not consistently give children opportunities to respond to challenging questions so they can always develop their own thoughts and ideas.
- Staff do not always promote children's independence and self-care skills, particularly during snack and lunchtime routines. Additionally, children are sometimes kept waiting too long, and as a result, become restless.

## 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 had a tour of the premises and observed children in the playroom and the outdoor area.
- The inspector met with the registered person and the manager, she spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the provider's self-evaluation procedures.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents and carers through written evidence provided.

## Inspector

Karen Cox

## Full report

### Information about the setting

Highview Nursery is one of two nurseries run by an individual provider. It was registered in 1992. It operates from two main playrooms and adjacent areas for messy play and is situated in Upholland, Lancashire. There is a fully enclosed area available for outdoor play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open Monday to Friday from 7.30am to 6pm and provides all year round service, with the exception of bank holidays and a week at Christmas. There are currently 43 children attending in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities. There are six members of staff working with the children, all of whom have appropriate early years qualifications. One member of staff is qualified at level 2, four at level 3 and one at level 4. The nursery 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 opportunities for children to respond accordingly when asked questions that require them to consider their answers, by giving them more time to allow their thoughts and ideas to develop
- re-organise meal times so that children are not kept waiting for long periods and their self-care and independence skills are fully maximised.

## Inspection judgements

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

Children are happy and motivated to learn, because there is an enthusiastic team that is committed to ensuring children's individual interests are promoted. This supports children's progress towards the early learning goals because they are engaged in meaningful play. Staff have a good understanding of the seven areas of learning. They carefully observe, assess and plan for children's future learning. Observations of children's interests and progress are used to plan challenging, personalised learning experiences for children. The next steps in children's learning are clearly highlighted when planning activities for key children. As a result, children enjoy a variety of stimulating and imaginative activities that reflect their individual learning styles. There is a good balance of child-led and adult-led activities which encourages children to be independent learners. Consequently, children are well prepared for the next stage in their learning, such as school. Parents regularly access children's progress records and are encouraged to be actively involved. Staff keep parents well informed about their child's achievements. This is

done through regular discussions with staff, and the completed progress checks for children between the ages of two and three years are also confidently shared with parents at the appropriate time. Consequently, a consistent approach to children's learning is maintained and any gaps in learning are swiftly identified. Children with special educational needs and/or disabilities are supported by experienced staff so that they continue to make good progress. Staff work in partnership with health professionals, supporting the children and families so that they fully understand the children's needs and complement the strategies implemented to help them to progress in their development. The key-person system is embedded in the nursery. Relationships with children are sensitive, fully supportive and staff's rapport with young children is a particular strength.

The quality of teaching is good. Children make decisions for themselves and become independent learners because they can help themselves to a range of easily accessible toys and resources. This means that children have time to become deeply involved in activities, which encourages them to concentrate and persist in their learning. Staff use skilful teaching to support children's communication and language development. They constantly listen to what children have to say and respond accordingly; modelling language and extending sentences. For example, staff use descriptive words to describe the winter animals that the children are playing with in the fake snow. This helps children to develop their language skills and discover new words. Staff talk with children about what they are doing and ask challenging questions to help them make links in their learning and to encourage thinking even further. However, children are not always given enough time to think and respond before staff move on to the next question. This means children do not have consistent opportunities to develop their critical thinking skills and express their own thoughts and ideas.

Children enjoy taking part in singing sessions where they keenly use a range of musical instruments and sing their favourite action songs. Children's early writing skills are promoted as they freely access paper and pencils set up ready for making marks in many different areas of learning. For example, children design their own house to build in the construction area and write their names on the artwork that they have produced at the creative work station. Children develop their knowledge of information and communication technology using a wide range of resources including interactive toys and computers. Staff support children to develop their confidence in using the mouse and keyboard, creating pictures of snowmen. Staff demonstrate a clear understanding of how to help children achieve well. They make sure that children are ready for the next stages in their learning and are effectively supported in their move to school. Staff develop children's ability to listen to others during circle times, encouraging them to take turns to speak. Children listen intently to stories because staff enthusiastically change their voice and tone, which makes the stories more exciting. There are many books available which children select independently and so develop their early reading skills. Staff continually promote mathematical development as they talk to children about numbers, encouraging them to count, sort and match as they play. This means children are developing good skills ready for the next stage in their learning.

Children are cared for in a welcoming, child-friendly environment. Staff have developed good systems to support children in settling into the nursery. Children build strong relationships with staff as they are provided with genuine warmth and affection. The staff gather good information from parents about the children's needs, likes and dislikes, skills, capabilities and achievements when they first start to attend. This information sharing enables staff to build very secure bonds and attachments with the children, promoting learning from the outset. Therefore, children are happy and feel emotionally secure and safe during the time they spend in the nursery. Children's moves between the baby unit and the nursery are very effectively supported. Staff ensure that children move into the nursery with a friend wherever possible and share detailed information to ensure all staff understand each child's unique needs. Staff support children who are moving onto school by creating special books for them to enjoy and refer to in their play. These books contain photographs of the children's new school and the uniform that they are going to wear. This level of care and attention detail ensures a smooth change of setting and supports children's emotional security and well-being appropriately.

Staff are effectively deployed to supervise children at all times and this promotes their safety well. Children play together and behave well; they are encouraged to behave in a positive and respectful manner, which helps to keep them safe. This is because staff teach children to take turns during their activities and to help tidy away the equipment they have enjoyed. Consequently, this nurtures a good understanding of playing cooperatively and respecting their environment. High priority is given to promoting children's physical development, as they are provided with as much outdoor play as possible. Children have access to a large outdoor area, which is used in all weathers. They have the space to run, climb and balance as they tackle a range of services, including a wooden bridge and balancing logs. Consequently, they learn to take sensible risks and keep themselves safe as they manoeuvre around their friends in the space available.

Staff support children's understanding of the importance of healthy lifestyles through a range of care practices. For example, children are encouraged to wash their hands frequently and eat healthily. Meals are nutritious and plentiful. However, the organisation of the meal time routine means that on occasions, some children are kept waiting for long periods for food to be served. Staff do not always utilise this everyday routine to fully maximise children's self-care and independence skills, for example, by providing opportunities for children to serve themselves. Staff talk with children to promote discussion about healthy eating and to raise children's understanding about making healthy choices.

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

The manager and staff pay very close attention to the safety of children who attend the nursery. They have a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Children are effectively safeguarded. This is because staff demonstrate a good knowledge of the local safeguarding procedures

and are confident about what action to take if they are concerned about a child's welfare. Recruitment and selection procedures are effective and all relevant checks are in place to ensure staff are suitable to work with children. Staff are appropriately deployed to ensure adult-to-child ratios are maintained and staff ensure children are closely supervised. All staff have first-aid training to be able to administer care effectively should this be required. Staff show an appropriate understanding of risk management. Daily checks are made of all areas accessible to children in order to minimise risks. Staff consider all aspects of potential danger, for example, internal doors are kept locked and visitors are asked to use a signing in book. As a result, children's safety is assured.

The manager demonstrates a clear understanding about her responsibilities in meeting the learning and development requirements. Staff's ongoing suitability is closely monitored through regular supervision meetings and annual appraisals. This gives the manager and staff the opportunity to discuss individual progress and to reflect on practice. As a result, children's progress is monitored clearly and staff swiftly identify any delays in children's development so that they can be addressed. Any causes for concern are discussed with parents and other professionals brought in to give advice and guidance. All staff hold childcare qualifications and their knowledge has a positive impact on children's learning. They demonstrate a strong commitment towards their continuous professional development. Regular and effective self-evaluation ensures consistency of practice and benefits children's ongoing progress. The manager and staff are committed to improving the quality of the provision and have responded quickly and effectively to the recommendations raised at the last inspection. For example, the manager has reviewed opportunities for children to develop their numeracy skills and has created a specific mathematics area for children to explore and investigate.

Strong partnerships with parents, carers and external agencies mean that children receive the care and support they require. Staff work very closely with others involved in children's care, such as speech and language therapists to ensure that children's individual needs are met. Parents receive comprehensive information about the nursery through regular feedback and newsletters. Parents comment positively about the provision, stating that their children are '...happy, settled and progressing well' and that staff provide a '...home-from-home environment'.

### **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

<b>Unique reference number</b>	309338
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	867861
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Jean Ann Hurst
<b>Date of previous inspection</b>	16/02/2011
<b>Telephone number</b>	01695 633 309

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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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