

# Highfield Day Nursery and Link Club

Highfield Road, Widnes, Cheshire, WA8 7DJ



<b>Inspection date</b>	14 December 2015
Previous inspection date	12 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not assess children's progress accurately enough to be able to tailor activities to meet their individual needs.
- The supervision of staff does not take sufficient account of the children's learning or focus on improving the quality of teaching.
- Staff do not share enough information when children move between rooms to enable the next key person to plan for their needs effectively.
- Children's behaviour is not consistently well managed by staff and they do not always provide clear messages about how children should behave.
- Managers do not thoroughly check children's progress, in order to identify any groups of children who may not be achieving.

### It has the following strengths

- Managers aspire to improve the setting and recent improvements are beginning to have a positive impact on the quality of care and learning.
- The setting is welcoming and inviting. There are well organised and stimulating areas, both indoors and outdoors, for children of various ages and abilities.
- Staff provide a range of activities to help children learn about people from communities other than their own. They celebrate various festivals and use different resources to help children understand diversity.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the assessment of children's progress, including starting points, so that any gaps in learning and development can be quickly identified and addressed, and planning can be more accurately focused on children's individual needs</li> </ul>	31/01/2016
<ul style="list-style-type: none"> <li>■ strengthen the supervision of staff to focus on children's learning, so that staff can be better supported to improve the quality of their teaching.</li> </ul>	31/01/2016

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

- strengthen information sharing between staff, particularly when children move between rooms, and ensure that children's individual needs are planned for and met consistently
- ensure that staff are clear about the expectations for behaviour and children are helped consistently to understand the boundaries set
- check regularly to identify any groups of children that are not making at least expected progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as a sample of policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Anne Parker

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Arrangements for safeguarding are effective. All staff members have attended recent training and regularly discuss safeguarding in team meetings. They know what to be aware of and the procedures to follow if they have any concerns about a child in their care. The manager has carried out an evaluation of the setting, correctly identified weaknesses and has a clear plan to drive improvement. Managers work closely with the local authority and are beginning to make links with other providers to help improve standards. Staff are now undertaking professional development and this is having a positive impact on their practice and the setting as a whole. Staff promote equality, diversity and British values successfully. Partnerships with other agencies help staff to meet the specific needs of children.

### **Quality of teaching, learning and assessment requires improvement**

Children have access to a wide range of resources and activities and are engaged in purposeful play for most of the time. In particular, the baby room and pre-school room, are well organised. Across the setting, teaching is mainly satisfactory, and sometimes good. Staff play alongside children and talk about what they are doing. They repeat children's key phrases, extend sentences and introduce new vocabulary. Children adequately learn the basics and older children are beginning to learn more about shapes, numbers and colours. Staff gather information from parents about their children's interests and achievements when they first join the setting. This information informs the assessments about children's starting points. Staff talk with parents at handover times and sometimes give parents ideas to continue children's learning at home.

### **Personal development, behaviour and welfare require improvement**

Most children are happy at the setting and are beginning to form secure attachments with their key person. Staff talk to parents about children's routines and they meet their care needs effectively. The learning environment is welcoming, stimulating and helps keep children motivated. They have access to outdoor spaces where they can explore and lead their own play. They develop their knowledge and understanding about the importance of healthy lifestyles. Children are starting to develop independence. They access the resources they need and staff support them to learn self-care skills. Staff help children to become emotionally prepared for their move on to other rooms and get ready for school.

### **Outcomes for children require improvement**

Children only make adequate progress because the quality of teaching is not yet consistently good. Children are developing the basic skills needed to assist the next steps in their learning, including preparing for school.

## Setting details

<b>Unique reference number</b>	303440
<b>Local authority</b>	Halton
<b>Inspection number</b>	864772
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	62
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Paul Hurst & Roy Godwin Partnership
<b>Date of previous inspection</b>	12 March 2012
<b>Telephone number</b>	0151 495 3949

Highfield Day Nursery and Link Club was registered in 1992 and is in Widnes, Cheshire. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and two members of staff hold an early years qualification at level 6, including the manager. The nursery operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays.

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