

Highfield Day Nursery and Link Club

Highfield Road, Widnes, Cheshire, WA8 7DJ



Inspection date	26 September 2016
Previous inspection date	14 December 2015

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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:

- The providers have not yet informed Ofsted of who the change in their nominated person is going to be, as advised.
- Some staff do not frequently observe and assess children's individual progress. This means they do not quickly identify any gaps in their learning and seek appropriate support, if necessary.
- The manager does not have robust supervision procedures in place to ensure staff practice meets the needs of all children.
- The sharing of specific information about individual children's needs when they move between rooms is still inconsistent amongst staff.
- Staff do not gather ongoing information from some parents to help them further extend children's learning at the nursery.

It has the following strengths

- The environment is well resourced and covers all areas of learning. This helps support children to form friendships as they invite each other to join in their play, share resources and take turns. Children are content and behave well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure there are systems in place for staff supervision that improve their practice and the outcomes for children 	17/10/2016
<ul style="list-style-type: none"> ■ ensure that all staff carry out more frequent observations and assessments of children's progress that identify any gaps in their learning and where additional support may be required. 	13/10/2016

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

- strengthen the transition process when children move between rooms and share all specific information about their individual needs and development
- build on partnerships with parents and exchange regular information that further supports children's learning when they are at the nursery.

Inspection activities

- The inspector viewed activities and observed teaching and interactions between the staff and children.
- The inspector spoke with members of staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the manager, the provider and the early years consultant teacher. She also discussed the self-evaluation arrangements.
- The inspector carried out a joint observation with the manager.
- The inspector looked at assessment and planning documentation. She checked the evidence of the qualifications and the suitability of staff working in the nursery and also looked at a range of other documentation, including risk assessments.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management requires improvement

The providers have not given details, requested by Ofsted, regarding the change to the name of the nominated person. This has no impact on children's safety. Safeguarding is effective. Staff have sufficient knowledge of the signs and symptoms of abuse and the procedures to follow if they have any concerns about a child's welfare. Staff are deployed effectively and ratios are maintained at all times. Since the last inspection, self-evaluation has led to some improvements to address previous actions and recommendations. The manager has had support from the local authority early years quality worker. However, systems for supervision do not assess staff performance and ensure their teaching improves.

Quality of teaching, learning and assessment requires improvement

Some staff do not observe and assess children's development regularly enough. This means it is not clear how much progress they are making and if there are gaps in their development. This includes children who speak English as an additional language. However, some staff observe children while they play and can relate it to the areas of learning. This enables them to plan activities according to children's interests and next steps in learning. Staff support children's interests in play. For example, children decide to make a model rocket. Staff enhance this activity further and provide suitable resources for them to build on their physical skills, such as scissors and different materials. Babies have space to move around independently exploring the environment. Staff ask children age appropriate questions and allow them sufficient time to answer. They introduce additional words, such as, drip and splash. This helps develop children's thinking skills and extends their vocabulary.

Personal development, behaviour and welfare require improvement

Ongoing information is not fully gathered from parents about children's achievements at home to help staff extend their learning. However, staff do gather appropriate information from parents when children first start about their emotional needs and development. Some staff share information about children that enables the new key person to plan for their individual needs. However, this is still inconsistent among staff and some children's most up-to-date information is not shared. This results in their emotional and developmental needs not being supported continually. Children's independence skills are promoted well. For example, they are encouraged to serve their own lunch and wash their hands. Staff highlight the importance to children about eating healthy foods and what effect it has on their body. This helps support children's understanding of leading healthy lifestyles.

Outcomes for children require improvement

Some children do not make the best progress possible. Their development is not accurately monitored or assessed so that future planning is precise and tailored to their needs. In general, children are motivated, confident and show an appropriate level of attention during activities. For example, they explore the effects of ice cubes as they melt. Children gain the basic skills that prepare them for their future learning and school.

Setting details

Unique reference number	303440
Local authority	Halton
Inspection number	1034987
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	62
Number of children on roll	102
Name of registered person	Paul Hurst & Roy Godwin Partnership
Registered person unique reference number	RP524664
Date of previous inspection	14 December 2015
Telephone number	0151 495 3949

Highfield Day Nursery and Link Club was registered in 1992 and is in Widnes, Cheshire. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications between level 2 and 6. The nursery operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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.

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