

Highwood Day Nursery

54 Stanton Road, BURTON-ON-TRENT, Staffordshire, DE15 9RP



Inspection date

22 November 2016

Previous inspection date

14 November 2012

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

Summary of key findings for parents

This provision is good

- Children are at the centre of the nursery's philosophy. The provider and manager are highly motivated and strive for excellence. They regularly reflect on practice. Effective systems are in place to monitor the service they provide. These help to prioritise improvements and constantly improve outcomes for children.
- Staff observe, assess and monitor children's progress effectively. They reflect on children's interests to creatively plan imaginative activities and experiences. All children are curious and motivated to learn through play.
- All children benefit from successful communication methods used to involve parents in nursery experiences. Leaders fully understand the importance of working together to close any gaps in children's development. Staff confidently share relevant information to promote continuity in children's care and learning and development.
- The key-person system is effective. Children form strong and caring relationships with familiar adults. They are well supported as they move on to the next stage in their learning within the nursery and when they are ready for school. Children are emotionally secure and confident in the welcoming, nurturing environment provided by staff.

It is not yet outstanding because:

- Some staff who work with younger children are not as experienced as others in guiding children's learning as they play.
- Some activities are not organised well enough to help younger children maintain their attention, concentration and to be prepared for what will happen next in the daily routine. For example, when staff are setting up for new activities and at mealtimes.

What the setting needs to do to improve further

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

- develop staff's skills and attributes so that younger children are provided with more opportunities to investigate and develop their own ways for doing things
- organise activities and daily routines more effectively so younger children are better supported to concentrate and deal with changes in the daily routine.

Inspection activities

- The inspector carried out a joint observation with the manager and discussed the effectiveness of supervision and monitoring of practice.
- The inspector observed teaching and learning activities, speaking to children at appropriate times while they played.
- The inspector held meetings with the provider and the manager of the provision. She also had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at evidence of self-evaluation and action plans. She took into account the written views of parents and those spoken to on the day of inspection.
- The inspector looked at a range of documentation, including the safeguarding policy, children's learning and assessment records and the planning of activities.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Recruitment and induction procedures ensure that staff are well qualified and suitable to care for children. The provider and leaders fully understand their responsibilities to respond to any concerns about a child's welfare. Staff are familiar with local safeguarding procedures. They are always alert to the signs that may indicate that a child is at risk of abuse or neglect. The quality of teaching is monitored. Leaders use tracking of children's progress to identify areas of improvement. They organise staff training to continually develop staff's skills and knowledge. Staff supervision sessions are used to discuss how to enhance experiences offered to children.

Quality of teaching, learning and assessment is good

The staff team demonstrates a strong commitment to their work with children. They consistently use the setting's effective systems to observe children's play and plan for the next steps in their learning. Leaders have a good overview of children's needs through effective systems used for tracking assessments of children's development. This includes how they prioritise learning for particular groups of children. All children, including those who are in receipt of free funded education are well supported to make good progress from their starting points. Staff ask questions and use descriptive language so that babies build their vocabulary as they explore. Children follow instructions and identify written numerals as they play a number game. Staff use open-ended questions and allow time for children to think and respond. Staff use books and dressing-up props to promote speaking and listening skills. This helps younger children to make sense of what they know about the world.

Personal development, behaviour and welfare are good

Leaders place a high priority on ensuring that staff are deployed effectively to ensure ratios are always maintained. This promotes consistency and enables staff to build positive relationships with individual children. Pre-school children develop confidence in speaking in a group. They learn to respect others and their listening skills are promoted as they take turns and respect each other's opinions. All children have the opportunity for outdoor learning. This promotes their good health, well-being and physical skills. Staff skilfully lead a discussion during Forest School sessions. This helps pre-school children to gain a good understanding of how to stay safe and deal with appropriate risk.

Outcomes for children are good

Children who speak English as an additional language are well supported. Their home language is respected and used to provide continuity for their learning. Children's sense of belonging is reinforced; they feel secure to explore and investigate their surroundings. Staff expertly arrange resources to help babies to practise their physical skills. Babies reach for, and grasp, toys, with much encouragement and praise from staff. Children's early literacy, mathematics and communication skills are promoted. Older children learn about numbers and quantities as part of the daily routine. They make purposeful marks and learn initial letter sounds. Babies and younger children listen to stories and join in with songs and rhymes.

Setting details

Unique reference number	EY446455
Local authority	Staffordshire
Inspection number	1060197
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 - 5
Total number of places	79
Number of children on roll	84
Name of registered person	Poppins Day Nursery (UK) Limited
Registered person unique reference number	RP901821
Date of previous inspection	14 November 2012
Telephone number	01283 565 069

Highwood Day Nursery was registered in 2012 and is one of a small chain of privately owned settings. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, one at level 2, one at level 5 and two at level 6. The nursery opens all year round from Monday to Friday, except for one week at Christmas and bank holidays. Sessions are from 7am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children. They support children who speak English as an additional language.

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