

# Highley Minors Childcare Centre

The Severn Centre, Bridgnorth Road, Highley, Bridgnorth, WV16 6JG



## Inspection date

22 December 2016

Previous inspection date

15 March 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Outstanding	1

## Summary of key findings for parents

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

- The provider has failed to provide Ofsted with the required information, in order for them to check the suitability of all members of the committee.
- Although managers have very successfully identified and implemented ways to help children learn in different ways, they have not yet fully monitored the impact this has on children's level of engagement and motivation.

### It has the following strengths

- Managers have worked extremely hard to improve teaching and learning since the last inspection. As a result, children are now making outstanding progress.
- Partnership working with other professionals is highly effective. Staff work closely alongside health visitors to fully assess children's development and identify possible ways to close any gaps in their learning.
- Managers successfully identify any aspects of groups of children's learning which can be further improved, such as their listening skills. They provide additional training for staff in these specific areas which further enhances children's learning.
- Staff engage parents extremely well in all aspects of their children's learning. They provide information for parents to help them understand how to promote children's learning at home, such as advice on how to support early writing skills.
- Additional funding that the nursery receives for children is used superbly by staff to help improve children's outcomes.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- provide Ofsted with the necessary information they need to check the suitability of all members of the committee. 22/03/2017

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

- monitor the impact that any changes to teaching have on further promoting children's engagement and motivation.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. He spoke with staff and children throughout the inspection.
- The inspector held meetings with the managers, deputy manager and chair of the committee. He looked at relevant documentation, such as evidence of the suitability of all those working at the nursery and committee members. He also discussed self-evaluation.
- The inspector spoke with parents and took account of their written feedback.
- The inspector was shown around the nursery and gardens by the managers and deputy manager. He discussed the provider's procedures for assessing risks in the environment.
- The inspector completed a joint observation with the deputy manager.

## Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The provider has failed to provide Ofsted with the necessary information they need to check the suitability of all committee members. That said, committee members do not have any unsupervised contact with children. The arrangements for safeguarding are effective. All staff have completed child protection training and know how to report possible abuse or neglect. Performance management of staff is highly effective. Managers regularly observe staff and work with them to help enhance their practice even further. Self-evaluation is well embedded in practice and staff are encouraged to continually identify ways to improve. For example, staff in the pre-school have recently extended the range of construction materials on offer to better engage and motivate boys in all aspects of their play and learning. However, they have not yet monitored the overall impact that this has had on their motivation and engagement in their learning.

### Quality of teaching, learning and assessment is outstanding

Staff take a child-focused approach to planning to ensure that all children's individual targets, interests and learning styles are included in planned activities. Staff work closely with staff from the local school to ensure that children are expertly taught the skills they need in preparation for their next stage in learning. They have followed their advice to implement innovative ways to help improve children's early writing skills. For example, staff encourage children to use tweezers to fill an empty bottle with cotton wool to make a snowman and lead activities where children manipulate dough to music. This helps to develop the muscles in their hands in readiness for holding a pencil when they begin to write. Staff in the baby room provide an exceptionally nurturing environment for babies to explore freely, both inside and outdoors. Babies keenly investigate sand and water. They confidently make marks with it and explore how it feels.

### Personal development, behaviour and welfare require improvement

Weaknesses in the leadership and management of the nursery means that children's welfare is not yet fully promoted. Nevertheless, children are sociable, well mannered and independent. Staff sit with children at mealtimes. They encourage them to serve themselves to their own lunch and say please and thank you when they need help. Staff ensure all meals are healthy and nutritious. Children's behaviour is good. Staff teach children boundaries from a young age. This helps babies to understand the meaning of no and encourages older children to follow simple rules. Staff speak to children in their home language as well as English to help them excel in their all-round speech and language development.

### Outcomes for children are outstanding

All children are either making outstanding progress or are achieving significant progress in their learning from their starting points. Older children's mathematical development is skilfully promoted. They use money to buy priced up items from a role play shop, helping them to recognise numerals and solve problems, such as having not enough or too much money. Children's communication and language skills are developing well. Babies repeat sounds from a story and older children skilfully talk about events, such as Christmas.

## Setting details

<b>Unique reference number</b>	EY290170
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1064604
<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 - 11
<b>Total number of places</b>	59
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Highley Minors Childcare Committee
<b>Registered person unique reference number</b>	RP908618
<b>Date of previous inspection</b>	15 March 2013
<b>Telephone number</b>	01746 860005

Highley Minors Childcare Centre was registered in 2004. It is run by Highley Minors Childcare Committee. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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