

# Highdale Day Nursery

School Lane, Highdale Avenue, Clevedon, North Somerset, BS21 7LT



## Inspection date

10 August 2017

Previous inspection date

9 December 2014

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

- Leaders evaluate their setting effectively and seek the views of parents and staff to identify priorities for improvement. All staff display high expectations of behaviour and learning. Parents comment that staff are very supportive and helpful to families.
- Children benefit from warm, nurturing relationships with staff and are very happy and confident. Children settle quickly and staff gather information effectively from parents about children's interests when they start at the setting. Staff know children well.
- Staff are highly skilled at interacting and communicating with children to deepen children's thinking and imagination. Children enjoy talking to staff and are confident to ask questions. Staff happily engage in imaginative games to extend children's learning.
- Staff have an excellent knowledge of activities to support children's development in all areas of learning. They encourage children to think for themselves, such as to solve problems. All children, including those who have special educational needs and those who learn English as an additional language, make strong developmental progress from their starting points.

### It is not yet outstanding because:

- Children do not benefit from a wide range of opportunities to develop their mathematical skills in the outdoor environment, which does not support those who prefer to learn outdoors.
- Managers have not refined their monitoring systems to include groups of children, to ensure that tracking is rigorous and highly effective.

## What the setting needs to do to improve further

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

- ensure children have consistent opportunities to explore mathematical resources and activities in the outdoor environment, to support those who prefer to learn outside
- improve monitoring of children's learning to include groups of children, to identify and target any gaps rapidly.

### Inspection activities

- The inspector carried out a joint observation with the manager and observed the quality of teaching and interactions with children.
- The inspector spoke to staff and held a meeting with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector sampled documentation, including staff's and children's records, policies and procedures, and evidence of staff's suitability to work with children.
- The inspector observed and interacted with the children in the inside and outside environments.

### Inspector

Kayleigh Fletcher

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders are dedicated and passionate about the provision, and they have created a culture of professional development. They encourage staff to deepen their understanding about how to support children's development. For example, staff attend courses, such as bereavement training, to help promote children's emotional well-being. Staff develop strong relationships with other professionals and work effectively to provide consistent support for families and children who have special educational needs. For example, staff and children take part in a musical programme at the local school to help children with their move to school. Safeguarding is effective. Leaders are fully aware of their responsibility to keep children safe. All staff are confident to identify signs and symptoms that may cause concern about a child's welfare and monitor children's attendance well.

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

Staff constantly think of new ways to challenge children's learning and plan a wide variety of activities to help children achieve their next steps. For example, children visit the local vegetable store to buy produce with their shopping lists and take part in woodwork and clay sessions. Staff promote children's physical skills in preparation for writing. For example, they support children well to use hammers at the woodwork bench, to strengthen the muscles in their hands. Staff question children and encourage them to explain their thoughts and feelings extremely well. For instance, they discuss what they can do with the tomatoes they pick from the garden. Staff involve parents and carers well in children's learning. For example, they collect resources during outings and share photographs of achievements at home. Staff support children's communication and literacy development well, including using the books they create in English and in children's home languages.

### Personal development, behaviour and welfare are good

Children behave well and try to resolve conflicts independently. For example, staff provide sand timers to encourage children to learn to take turns. Staff support children well to reinforce their understanding. For example, children are confident to explain the setting's rules. Staff meet children's care needs well and work with families to support children's toilet training. For example, parents bring potties from home to keep at the nursery. Children develop strong friendships with others and excitedly greet each other on arrival.

### Outcomes for children are good

Children are confident communicators. They enjoy speaking and listening to their friends and staff members. Children develop early literacy skills, such as recognising letters in their name. Children develop a good understanding of the world around them and are respectful of their individual differences. Children assess risks independently during their play, for example, when carrying large pieces of construction materials.

## Setting details

<b>Unique reference number</b>	EY313458
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	1070711
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Highdale Nursery Ltd
<b>Registered person unique reference number</b>	RP908117
<b>Date of previous inspection</b>	9 December 2014
<b>Telephone number</b>	01275 872345

Highdale Day Nursery registered in 2005 and is located in Clevedon, North Somerset. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The joint owners hold early years qualifications at level 5 and level 3. They employ five staff; of whom three hold early years qualifications at level 3 or above.

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