

Highview Kindergarten Ltd



Off Belmont Road, Sharples, Bolton, Lancashire BL1 7DZ

Inspection date	12 June 2019
Previous inspection date	1 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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

- The long-standing manager and staff team have high expectations for the children in their care. They ensure that all children benefit from good-quality learning opportunities, enabling them to make progress in their learning and development.
- Parents are very positive about the care and consideration staff show towards their children. They are well informed about the progress their children make. Staff use successful strategies to support children's continued learning at home.
- Staff have developed effective partnership working and good links with local primary schools. This ensures children are very well prepared for their eventual move to school.
- Staff work well with other professionals to provide good support to children with special educational needs and/or disabilities. They help to address gaps in these children's learning and guide them to achieve well-planned targets.
- Staff are kind and caring with children. The effective key-person system enables children to settle quickly and feel safe. This effectively contributes to their emotional well-being.
- Children behave well. They are familiar with the routines of the nursery day and respond positively to their interactions with staff.
- Management has not used self-evaluation effectively enough to identify precise targets, to help drive overall standards to an outstanding level.
- Occasionally, staff do not consistently use observation and planning to target precisely the next steps in children's individual learning, so they all make high rates of progress.

What the setting needs to do to improve further

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

- strengthen self-evaluation procedures and incorporate targets to improve and drive standards to the highest level
- consistently use observation and planning to precisely identify the next steps in each child's individual learning, to help accelerate their progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with managers. They discussed the nursery's safeguarding practice, monitoring and self-evaluation.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of staff.
- The inspector spoke to staff and children at appropriate times during the inspection. She took account of the views of parents through discussions and written feedback.

Inspector

Adele Banton

Inspection findings

Effectiveness of leadership and management is good

The management and staff maintain a safe environment, ensuring that risks are minimised throughout the nursery. Staff are deployed well and are vigilant as they supervise children to ensure their safety. Safeguarding is effective. Staff have a good understanding of safeguarding and their individual responsibilities to protect children. They are well versed in nursery policies and the procedures to follow in response to a concern. The management team follows robust recruitment and induction procedures to help ensure that all staff are suitable for their role. Managers closely monitor staff performance through effective supervision, peer observations and regular team meetings. They undertake professional development opportunities that have contributed well to supporting children's learning and development.

Quality of teaching, learning and assessment is good

Staff carefully organise the learning environment and provide a broad range of activities that ignite children's curiosity. For example, children are keen to add food colouring to milk as they experiment with different colours. Children of all ages are given opportunities to develop their confidence as they explore and make choices for themselves. For instance, children can self-select resources and lead their own play ideas. Staff know the children in their care well and are sensitive to their individual needs. Older children are encouraged to practise their literacy skills as they enjoy writing words on chalk boards. Younger children giggle with excitement as they delight in singing and dancing to music. Babies show secure attachments to staff as they seek comfort when they need reassurance.

Personal development, behaviour and welfare are good

Staff nurture and support children well. They promote their oral health, hygiene and independence skills. For example, children are taught the importance of washing their hands before eating and brushing their teeth after meals. Routines are adapted to ensure babies and young children's personal care needs, such as sleep and nappy changing, are met. As children grow older their personal care skills and independence increase. Children's physical development is supported well. They benefit from accessing forest school and playing in the outdoor environment, and older children enjoy weekly swimming lessons. Staff encourage children to lead healthy lifestyles. For example, children enjoy serving their own healthy meals that are freshly prepared on site by the nursery chef. Staff are good role models and treat children with kindness and respect. In turn, children learn how to play well together, take turns and share resources.

Outcomes for children are good

Children make good progress from when they start. Young children's language is developing well. Older children are able to express their ideas and experiences using good vocabulary. They show high levels of confidence and self-esteem as they quickly engage visitors in their play. Children use their developing mathematical skills to confidently count resources. They are sociable, motivated and keen to learn. Children are gaining the skills required for their eventual move to school.

Setting details

Unique reference number	EY230831
Local authority	Bolton
Inspection number	10109677
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	56
Number of children on roll	83
Name of registered person	Highview Kindergarten Limited
Registered person unique reference number	RP524088
Date of previous inspection	1 August 2014
Telephone number	01204 595 315

Highview Kindergarten Ltd re-registered in 2002 and is privately owned. The nursery employs 22 members of childcare staff. Of these, two have early years teacher status, two hold appropriate childcare qualifications at level 6, and 18 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 7am to 6pm all year round, except for bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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