

Inspection of Highwood Nursery

Brockenhurst College, Lyndhurst Road, BROCKENHURST, Hampshire SO42 7ZE

Inspection date: 7 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children feel safe and secure. They have good relationships with the staff and make positive friendships with their peers. Staff are attentive to children's needs and know how to comfort them effectively. This helps children to settle well at the nursery. Children actively seek out the staff for reassurance and support. For example, if they are struggling to find a resource or put their shoes on they will confidently ask for help.

Children play together well and are motivated learners. For instance, they explore how large blocks of ice melt outside and children share their thoughts. Children demonstrate good critical thinking skills, suggesting to use tools and water to melt the ice. The curriculum provides children with exciting activities that spark their curiosity for learning.

Children have good behaviour. They are familiar with the daily routines and know the 'golden rules' at the nursery. Staff consistently reinforce these behaviour expectations but do not consistently explain why they are in place, in order to develop the children's understanding even further. Children are confident and show good communication skills, both with adults and their peers. For instance, they are inquisitive and ask questions to further their knowledge.

What does the early years setting do well and what does it need to do better?

- The curriculum at the nursery aims to provide children with experiences and opportunities that they may not normally have access to. For example, the manager organises outings for the children to visit the local residential care home where they can interact and meet people in the wider community. The nursery is also fortunate to be located on a college site. The students of the college provide the children with physical activity sessions. This helps to support their large- and small-muscle skills.
- Staff are knowledgeable about child development and confidently plan activities that support the children's next steps in learning. Children are making good progress in their development. However, on occasion some less experienced staff do not review the learning intention of an activity to ensure it is appropriate for the ages and abilities of the children completing it. For example, during a number activity children are matching the shapes of numerals they select, but when asked, they have no concept of quantity or what the numerals represent.
- Staff ensure children have lots of opportunities to make choices about their learning and play. For example, younger children are given options about the songs they sing and they confidently make gestures to signal their preferences. Older children select the drinks and snacks they wish to have and choose different resources for their play independently.

- Staff model good language and children enjoy reading books in groups and independently. Staff are enthusiastic storytellers and use exciting voices and basic sign language when reading. Children model the staff and confidently answer questions about the stories being read. Children read to each other and describe the pictures, pointing out letters that they recognise.
- The manager is passionate about her role and the expectations for the nursery. She regularly self-evaluates and looks at areas for improvement and development. This includes obtaining the views of parents and gathering their feedback about the nursery. Parents are very happy with the care that staff provide for their children and are delighted with the progress their children are making.
- Children are well prepared for their next stages in learning. Staff work in partnership with the local schools to ensure they share information and support the children effectively through their transitions to school. Staff take children to visit the local schools and encourage their independence through daily activities. For example, children collect their own plates and cutlery at mealtimes, and clear their plates afterwards.
- Staff and managers are highly effective in ensuring they provide targeted support for children with special educational needs and/or disabilities. Managers oversee children's progress and implement individual plans to provide additional support for some children. This is shared effectively with parents and other professionals to ensure that all children make very good progress.
- Staff ensure children have access to a wide range of resources and activities indoors and outside. However, they have not yet consistently implemented mathematical concepts and language in the nursery. Staff do not consistently make use of daily routines and activities to enhance children's mathematical knowledge and understanding.

Safeguarding

The arrangements for safeguarding are effective.

The management team is highly vigilant in ensuring all staff go through robust recruitment procedures that ensure their suitability, which is reviewed regularly. Staff are confident at identifying the signs and symptoms that may indicate a child is at risk of harm. The manager ensures staff receive regular supervision meetings. These give staff the opportunity to discuss confidential or sensitive issues. Staff have ongoing training in relation to safeguarding and are knowledgeable about wider safeguarding issues. The deployment of staff is effective. Children are always supervised and staff maintain a safe and secure environment, protecting children from harm. Managers follow robust policies and procedures.

What does the setting need to do to improve?

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

- target training and mentoring to raise the quality of teaching to the highest standard
- enhance children's understanding about behaviour expectations by providing more explanations
- provide more opportunities for children to understand mathematical concepts during play.

Setting details

Unique reference number	EY477230
Local authority	Hampshire
Inspection number	10128637
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	74
Number of children on roll	125
Name of registered person	Brockenhurst College
Registered person unique reference number	RP517926
Telephone number	01590625504
Date of previous inspection	27 July 2016

Information about this early years setting

Highwood Nursery registered in 2014. It operates from Brockenhurst in Hampshire. It is open each weekday, all year round, from 7.45am to 6pm. The provider employs 26 members of staff, 21 of whom hold a relevant early years qualification at level 3 or above. In addition, the setting has an administration assistant and a nursery chef. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jamie Smith

Inspection activities

- A learning walk was conducted across all areas of the nursery, to understand how the early years provision and the curriculum are organised.
- The manager, deputy manager and inspector carried out a joint observation together.
- The inspector held discussions with staff, children and parents at appropriate times throughout the inspection.
- The inspector sampled some of the nursery's documents. This included evidence about safeguarding and staff recruitment.
- The inspector, manager and senior leaders held a meeting.

We carried out this inspection 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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