

# Inspection of High Flyers Early Support Nursery

Highflyers Childrens Centre, Tedder Avenue, Thornaby, STOCKTON-ON-TEES,  
Cleveland TS17 9JP

---

Inspection date: 15 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The manager and staff team have high expectations for every child. Children are provided with an exceptional range of experiences. Staff ensure that children can access every opportunity to develop their skills. For example, the manager inspired staff to make changes to the environment so children could make choices about their learning and become highly engaged in activities. Children begin to flourish when they join the nursery and benefit from staff's individually tailored teaching. For example, staff observe new children's interests when building initial relationships and swiftly respond by teaching them new signs to help them communicate. Parents are amazed at how quickly children settle in and the rapid progress they make.

All children have developed strong relationships with staff. Children's emotional well-being and individual needs are exceptionally well met. They learn to manage their feelings and behaviours safely through the effective support provided by highly sensitive staff. Children feel safe with staff and begin to develop tolerance and confidence in new situations. For example, key staff stay close to children as they start to climb and challenge themselves physically. Staff offer guidance to children and celebrate as they successfully move through the spaces. Children show excitement and delight at their achievement and persevere to develop this further.

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

- Staff spend time gathering extensive information about children's care and learning needs from parents and other professionals who work with children. For example, they visit other settings children attend and hold regular meetings with parents. This helps staff to provide excellent levels of support and challenge to children throughout their learning.
- Staff are highly responsive and adjust their teaching to meet children's needs. Children consistently develop new skills and make progress towards their individual learning goals. For example, during snack, some children are encouraged to make their choices using their personalised communication preferences. Older children use an individual picture book, while some are supported to sign and others are challenged to use verbal communication in addition to signs.
- The manager and staff team are well qualified and highly experienced. The manager uses her knowledge and expertise to support staff to maintain exceptional standards of care and learning. For example, staff have recently enhanced their knowledge of new ways to build children's communication skills. In addition, the manager supports other professionals in the local area to meet children's individual needs, for example preparing schools for children to

participate fully.

- Staff carefully plan and create exciting environments for children to enjoy learning. Older children show excellent levels of concentration and focus as they experiment with dough. They thrive on high-quality one-to-one interactions from staff and are engrossed in blowing feathers in the soft-play area. Children explore outdoors with interest and staff model how the wind can blow through the bubble wand.
- Staff help children to develop their personal, social and emotional skills and are vigilant in ensuring this is maintained. For example, they respond immediately to help children stay calm by using favourite resources to distract them from difficulty. They recognise swiftly when children need more interaction from other children and make plans with key staff to join together. This helps children to continue to build positive relationships and high self-esteem.
- Staff encourage children to develop independence and resilience during every interaction. For example, they praise children highly when they use their own cup and feed themselves. Staff teach children how to take an active part in their own self-care. Children show an awareness that they need their coat to go outdoors and staff teach them to wash their hands before eating.
- The manager offers extensive support to staff and ensures their well-being and safety are a priority. Staff say they feel welcomed, valued and listened to as changes are made to the nursery. They take part in regular supervision meetings and reflect on their practice weekly within their teams. Parents' feedback is very positive. They are thoroughly happy with the service provided and reluctant for children to leave for their next stages in learning.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety is paramount in the nursery. The manager ensures staff remain highly trained and they maintain a thorough awareness of signs of potential abuse. For example, during staff induction, they complete training on safeguarding children with special educational needs and/or disabilities (SEND). The manager has carefully reviewed the effectiveness of partnership working between the nursery and all professionals who work with children. This has helped to promote continuity and identify where early help may be needed. Staff confidently discuss specific risk assessments and are aware of the procedures to follow if they need emergency support in the room.

## Setting details

<b>Unique reference number</b>	EY313452
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10131577
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	3 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Stockton On Tees Borough Council
<b>Registered person unique reference number</b>	RP526929
<b>Telephone number</b>	01642 527 815
<b>Date of previous inspection</b>	24 June 2016

## Information about this early years setting

High Flyers Early Support Nursery registered in 1991 and provides care for children with SEND. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The manager has early years professional status. The nursery opens Monday to Friday from 9am until 3pm, during term time only. It provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Lorains

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector completed a learning walk at the beginning of the inspection.
- Joint observations were completed by the manager and inspector during planned and unplanned experiences indoors.
- The inspector spoke to the children and staff throughout the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's development plans and evidence of the suitability of staff working in the nursery.
- Parents and other professionals provided verbal feedback during the inspection. The inspector took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020