

Inspection of High Hopes Day Nursery

High Hopes Day Nursery School, 150 Sandhills Avenue, Hamilton, Leicester LE5 1LU

Inspection date: 4 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery with extremely positive attitudes to learning. They have access to a rich and varied curriculum, which keeps them highly motivated to learn. Children are curious and explore both the indoor and outdoor environment with confidence. For example, in the garden children develop their physical skill on the climbing frame. They run up the slope and across the bridge to get to the slide. Children demonstrate they are happy and safe as they play harmoniously with their friends.

Staff have high expectations for all children, including those with special educational needs and/or disabilities. For instance, toddlers are eagerly engaged in a 'going on a bear hunt' themed yoga session. They observe staff with great concentration and mimic the yoga poses with enthusiasm. Children take pride in their achievements and behaviour as staff offer encouragement and positive praise.

Children benefit greatly from the outstanding focus placed on their emotional needs. This is evident through the extra support the setting provides for families and children during difficult times. The nursery is a source of familiarity, comfort, and routine. As a result, children learn empathy and demonstrate high levels of respect for others.

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

- Children are curious as they turn over a tree stump in the garden. They find creatures such as slugs, ants and woodlice. Staff build on children's knowledge of creatures and discuss the characteristics of the slug. For example, staff describe them as 'slimy, smooth and slithery', and ask questions, such as 'do slugs prefer hot or cold places to live?' This supports children's understanding of nature and the environment around them.
- Children have a rich set of experiences to promote their understanding of families and traditions beyond their own. Staff work extremely hard to teach children how to respect each other's differences and diversity. For example, children learn about one another's heritage. They discuss traditional foods, celebrations, and clothing. As a result, children feel empowered and learn that they are special and unique.
- The management team are ambitious about the care and environment they provide for children. They regard the well-being of children and staff as high priority. Children are welcomed into the setting to tranquil, calming music. They are reminded of their achievements through 'wow' moments that are displayed on the walls. Staff are regularly rewarded for their dedication and practice through staff incentives. They state they feel 'valued and very supported'. This

has a positive impact on the self-esteem and confidence of both children and staff.

- Children develop their communication and language skills during small group time activities. They patiently wait to take turns to pick a song card and sing their chosen nursery rhyme. Most children sing with enthusiasm and excitement. However, staff, sometimes, overlook the involvement of all children. This results in some children being less well supported to fully join in during these sessions.
- Children learn how to help others. They collect and share food parcels with local charities to support people in need. Children learn about the positive impact this has had on the community. They receive cards, photographs, and certificates to thank them for their efforts and kindness. This helps to widen children's experiences.
- Leaders and managers continuously reflect on the service they offer. They send out regular questionnaires to parents and the response rate is often extremely high. This shows parents are engaged and feel listened to. Leaders act immediately on the areas of improvement identified. For example, parents voiced that the noticeboard was not accessible. Therefore, leaders moved the information board outside for all parents to view important messages and achievements.
- Staff have a secure understanding of what children need to learn in preparation for school. The nursery is based on school grounds, and this is used to their advantage. For instance, staff hold regular meetings with teachers to share information about children's development and their family dynamics. This helps to support smooth transitions for all children.

Safeguarding

The arrangements for safeguarding are effective.

All staff know and understand their duty to protect children from harm. They have sound knowledge of the signs and symptoms of abuse and are able to share clear examples. Leaders and managers keep their safeguarding knowledge up to date through regular training and share this information at staff meetings. Robust risk assessments are in place and are completed daily. Staff ensure all trip hazards are identified and removed and that resources are fit for purpose. Regular practise of fire drills help children to learn how to exit the building promptly. This helps to keep children safe while at nursery.

What does the setting need to do to improve?

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

- clarify how all children will be involved in group time activities and share this appropriately so that all staff implement it consistently.

Setting details

Unique reference number	EY556083
Local authority	Leicester
Inspection number	10174995
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 at time of inspection	5 to 54
Total number of places	56
Number of children on roll	87
Name of registered person	High Hopes Day Nursery School Ltd
Registered person unique reference number	RP556082
Telephone number	0116 2765894
Date of previous inspection	Not applicable

Information about this early years setting

High Hopes Day Nursery registered in 2018 and is located in Leicester. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round, except bank holidays and a week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chantell Walker

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to gain an understanding of how the early years curriculum is planned and implemented.
- The inspector carried out a joint observation and discussed the learning that took place with the manager.
- The inspector had a discussion with leaders and managers.
- Children spoke to the inspector about the experiences they have while at nursery.
- The inspector listened to the views of the parents through discussions.
- The inspector tracked the experiences of two children during the inspection.

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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