

Inspection of Highfield Day Nursery

Station Road, Braughing, Ware, Hertfordshire SG11 2PB

Inspection date: 7 April 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this lively nursery. Staff demonstrate an extremely caring nature towards the children. Babies are comforted as they transition to and from naps. They snuggle in to read books with staff, developing an early interest in literacy. They confidently explore their surroundings under the watchful eye of staff as they play with sand, squishing it in their hands.

The outside area provides an exceptional learning environment. Children are curious and highly motivated to investigate. They can choose from a wide range of high-quality resources. Small children delight as they navigate crawling over large tyres with determination. Older children dig and jump in the mud area. They gather round together as they look at what they have found in the mud. Children role play in the purpose built fire engine as staff help them put the pretend fire out.

Staff have high expectations for children's behaviour as they act as positive role models. As a result, children are kind and caring towards each other. Children form strong friendships and enjoy playing together. They play together in the home corner, taking turns to look after babies and deciding what they are going to feed them.

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

- Staff take time to get to know the children and their families. Initial assessment gives the team a good understanding of where the child is when they first start. Staff watch closely and give attentive support. As a result, children settle quickly, developing secure bonds with their key person, and begin to make progress straight away.
- Children's transitions through each room in the nursery are well considered. Children are monitored and when ready are gradually introduced to the next phase. As a result, children are able to make the change with ease and settle extremely quickly.
- Staff provide extensive opportunity for the children to become familiar with languages, such as French and Spanish. Staff read, sing and give children instruction in these languages. As a result, children become comfortable using a rich range of vocabulary and language structures, which promotes their speaking and listening skills.
- Children listen to familiar songs as staff sing to them. They learn that music has different tempo and volume. This develops their understanding of self-expression and communication through arts. Song is also used to help children to understand mathematical concepts. Babies sing number rhymes, older children can recognise quantities, and set out number lines. They understand that numbers have meaning.

- 'Group time' sessions give children opportunity to develop an early understanding of letters. They use their fingers to trace over the letter 'g'. Children read simple words from cards. At times though, learning indoors does not challenge the children and allow them to become deeply engaged in the activity.
- Staff demonstrate a good awareness of where children are in their development. They use assessment well to check what children know and what they need to build on, and use this to plan and sequence activities. As a result, children make good progress and develop skills for future learning.
- Children understand the importance of hygiene and quickly learn self-care skills. Older children support younger children to wait patiently to wash their hands and talk about why it is important. They develop responsibility for their own belongings, as they use named drawers to keep their personal items.
- Staff speak highly of the manager. They enjoy their work and value the manager's supportive leadership style. In the main, staff training and support is good. However, the current programme of professional development does not always ensure staff have the most up-to-date knowledge and/or practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a sufficient understanding of how to keep children safe. They are aware of the different types of abuse and neglect and what the signs and symptoms are. They are clear about when to report concerns and follow guidance to report to the relevant professionals. The management team has a robust recruitment process to ensure that suitable staff are employed. The manager and staff assess risk and follow nursery procedures to help maintain a secure environment.

What does the setting need to do to improve?

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

- develop the programme of professional development to help all staff have an even broader knowledge of their roles and responsibilities
- support staff to help children to become more deeply engaged in their play and sustain high levels of concentration during indoor play.

Setting details

Unique reference number	EY273312
Local authority	Hertfordshire
Inspection number	10219428
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	38
Number of children on roll	37
Name of registered person	Raniere, Christine Michelle
Registered person unique reference number	RP908478
Telephone number	01920 822 002
Date of previous inspection	26 August 2016

Information about this early years setting

Highfield Day Nursery was registered in 2003. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and one 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

Emily Woodhead

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The manager and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, the complaints record and safeguarding documents.
- The inspector spoke to parents during the inspection to gain 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.

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