

Inspection of High Ercall Day Nursery And Holiday Club

Church Road, Telford TF6 6AF

Inspection date: 20 July 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| 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 develop positive attitudes to learning. All children, including those with special educational needs and/or disabilities (SEND), make good progress. They develop a 'can-do attitude' and persevere to solve problems. For example, children find their own way of getting on a rope swing. They experiment with different ways of using the swing, such as sitting, standing and pushing it with their hands. Staff recognise when children and babies need the space to explore for themselves and actively encourage them to develop a sense of adventure. This includes exciting opportunities to climb and practise their balancing on logs and tyres.

Children build close bonds with staff. Babies show that they trust staff, enjoy their company and frequent cuddles. The manager and staff complete effective risk assessments to ensure that children can play and explore within a safe and secure learning environment. Children learn to assess risks for themselves, such as how to safely use and carry scissors. They understand the rules that are in place to keep themselves safe. For example, they know that they must tell staff if they need to return indoors to use the toilet.

Children develop good social skills. They frequently offer to share equipment with their friends and offer to swap resources. They harmoniously play together and make plans about what they will do next.

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

- The manager and staff have carefully constructed an education programme that prepares children well for their future learning. They effectively review the service they provide and strive towards continuous improvement. For example, the manager and staff recently altered their teaching approach and the learning environment. The manager explains that through her monitoring of these changes, children have become more independent in their learning and their behaviour has improved.
- The manager provides staff with good support for their well-being, and to continue their professional development. She has effective systems in place to monitor teaching and to help staff to improve their knowledge and skills. The support and training that staff receive is targeted well to ensure that this benefits children. For example, staff say how recent training in sign language has helped them to support children in the early stages of communication development.
- Teaching is good and staff successfully enhance children's play experiences with skilful interactions. For example, they make good use of questions to challenge children's thinking about the weather and mathematical concepts. Staff enthusiastically join in with children's play and offer effective models for children

to learn from. However, at times, staff follow routines too strictly and do not account for some children's learning preferences, such as those children who learn best outdoors. This results in occasions when some children are slightly less engaged.

- Each child is supported very well by a dedicated key person who is responsible for their learning. Overall, staff make good use of their observations of children to assess their progress and decide what they need to learn next. The manager ensures that any gaps in children's development are swiftly identified and addressed. Staff work closely with other professional agencies, such as speech and language therapists, to implement targeted support that helps children to progress well. However, staff do not precisely break down the sequential steps that children need to fully support their knowledge and understanding.
- Parent partnerships are good. Parents say that the nursery is 'brilliant'. They feel that their children are safe and supported well by staff. Parents appreciate the information that staff share with them about their child's progress and the guidance to support continued learning at home. Staff also work in partnership with the local school.
- Staff skilfully support children's communication and language development. They have effectively adjusted their teaching and education programmes to support children whose language development has been delayed because of the COVID-19 restrictions. Staff place a strong focus on helping children to develop the language to express how they feel. Babies use single words, gestures, signs and sounds to communicate their needs and wishes. Older children confidently express their ideas and have good conversation skills.
- Staff effectively support children's health. They are alert to children overheating during extreme weather and take effective steps to keep them safe and well.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding. They can recognise the different types of abuse and the signs and symptoms that may indicate that a child is at risk of harm. This includes risks to children from extremist views. The manager and staff understand the correct procedures to report any concerns they might have about a child or adult working with children. Leaders have robust recruitment procedures in place to check that staff are suitable to work with children. Daily checks of the premises and resources help staff to identify and remove any potential hazards to children. Staff always supervise children well.

What does the setting need to do to improve?

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

- enhance daily routines to ensure that these fully support the learning

preferences for all children to maximise their engagement and learning

- help staff to identify how they can further break down the knowledge and skills that children need to fully secure their understanding and offer them the best possible learning experiences.

Setting details

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| Unique reference number | EY550759 |
| Local authority | Telford & Wrekin |
| Inspection number | 10133752 |
| 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 | 0 to 4 |
| Total number of places | 23 |
| Number of children on roll | 38 |
| Name of registered person | Hazles Farm Child Care Limited |
| Registered person unique reference number | RP911217 |
| Telephone number | 01952771305 |
| Date of previous inspection | Not applicable |

Information about this early years setting

High Ercall Nursery And Holiday Club registered in 2017. The setting operates from a demountable classroom within the grounds of High Ercall Primary School, in Telford. The setting employs five members of childcare staff. Of these, one holds early years teacher status, one is qualified at level 5 and three at level 3. The nursery opens from Monday to Friday, 8am to 6pm, all year round. The setting receives funding to provide free early years education for two-, three-, and four-year-old children.

Information about this inspection

Inspector
Anne Dyoss

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and procedures, staff qualifications and suitability checks.

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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