

Inspection of Highmeadows Day Nursery Limited

The Royal Bolton Hospital, Minerva Road, Farnworth, BOLTON BL4 0JR

Inspection date: 24 August 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and are greeted warmly by the management team. They enjoy their time at nursery and are eager to share their experiences with staff. Older children are encouraged to change into their 'uniform' which builds on their growing independence skills and prepares them for future experiences at school. Babies are offered reassurance and cuddles when separating from their parents. This helps them to settle quickly.

Children's individual needs and specific learning are well considered. Staff quickly respond to children who may require additional support and to children who may need further challenge in their learning. The curriculum is focused on supporting children's communication and giving them the tools which help them understand their feelings and teach them how to be resilient.

During the COVID-19 pandemic, the nursery remained open and provided high levels of support for children and their families. Parents commented on this as being very supportive at a 'tough time'. They praise staff for their dedication. Children form close relationships with staff who know them very well. Parents feel well informed about their children's care and education. Staff share daily information with parents on whiteboards which gives them an overview of the different experiences their children have had throughout the day.

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

- Staff working in the baby room build strong attachments to the children. The baby room leader has a good understanding of child development and supports less-experienced staff in their understanding of key skills babies need. Therefore, babies progress well. Children progress particularly well in their physical and communication skills from their starting points to where they are now developmentally.
- Mathematics skills and language are embedded throughout the nursery. Children learn simple fractions through cutting and staff encourage mathematical language such as 'half' and 'full'. Pre-school children are challenged in their learning and develop key knowledge which prepares them for future learning.
- Staff focus on children's speech and language through songs and stories. Younger children join in with nursery rhymes and actions and have access to a wide range of stories. Older children vote for the story of the month and this is threaded through the curriculum and planning for children's learning experiences. Children proudly talk about the beans they have planted and discuss how big they might grow.
- Children behave well. Staff use a range of strategies to help children learn how to regulate their emotions. Children learn to calm themselves and relax during

various mindfulness activities. They use strategies to encourage children to understand feelings, relaxation and affirmations. Children show a good understanding of what it is to be unique and share this with staff and children.

- Relationships with parents are good. Parents feel well supported and talk about how safe they feel their children are. The nursery ensures that children have had good experiences despite the pandemic. For example, a socially distanced graduation party was arranged for the children where they proudly celebrated their achievements alongside parents, staff and the chief executive from the hospital.
- Generally staff and managers gather information from home to follow children's interests and use this to extend children's learning. However, this is not consistently applied across the nursery. In particular, this has not been fully embedded in the toddler room. As a result, learning experiences are not consistently high for all children.
- The management team completes peer observations and supervisions with staff and supports them to grow in confidence. However, areas of improvement for staff are not always clearly identified to develop their practice and key training is not always identified. As a result, not all staff are clear on their next steps in their professional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular training to keep their safeguarding knowledge up to date. They have a good understanding of the signs and symptoms of abuse and referral information is visibly displayed around the nursery for staff and parents. The provider works with the local authority to ensure there is a high regard to keeping children safe. The management team give staff a range of scenarios to ensure they are prepared for different incidents. Staff carry out regular checks of the environment to ensure it is kept safe for all children. They have completed paediatric first-aid training courses and understand how to deal with any accidents which may occur in the nursery.

What does the setting need to do to improve?

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

- support staff to effectively use information about children to plan challenging learning opportunities in the toddler room to strengthen the experiences for all children
- enhance peer observations and supervision meetings to focus professional development opportunities more sharply on providing staff with clear targets that will enable them to provide the highest level of education to children.

Setting details

Unique reference number	EY405574
Local authority	Bolton
Inspection number	10235378
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	58
Name of registered person	Highmeadows Private Day Nursery Limited
Registered person unique reference number	RP907035
Telephone number	01204 388181
Date of previous inspection	13 October 2016

Information about this early years setting

Highmeadows Day Nursery Limited was registered in 2010. The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or 3 and three members of staff are unqualified. The nursery opens from Monday to Friday, all year round, except over the Christmas period. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities.

Information about this inspection

Inspector

Stacey Wendrenski

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022