

Inspection of High House Nursery Ltd

High House Farm, Mill End, Takeley, Bishop's Stortford, Hertfordshire CM22 6PL

Inspection date:

4 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The quality of education that children receive is not consistent across the nursery. Staff's knowledge of the curriculum varies, and they do not always pitch their teaching to match the development needs of each individual child. For example, older children are sometimes asked complex questions in very quick succession and are introduced to language that is beyond their understanding. Very young babies are also asked to count. Additionally, interactions between the children and staff vary. For example, when children show interest in an activity, staff do not always spontaneously use the opportunity to extend children's knowledge and skills.

Nevertheless, children demonstrate that they enjoy their time at the nursery. Older children enjoy being physically active in the fresh air. They learn to balance and walk along the wooden plank and are encouraged to count as they jump through hoops. Children develop their hand-to-eye coordination skills as they build tall towers. Younger children have fun exploring indoors, using the climbing equipment to develop their physical skills. However, opportunities for children to develop their own play and ideas are sometimes restricted. For example, there are no additional resources provided to support children's imaginary role play in the outdoor playhouse and there is minimal sand in the outdoor sand tray. Furthermore, younger children are not always provided with regular opportunities to play outdoors in the fresh air. This minimises development opportunities for children who prefer to learn outside.

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

- Since the last inspection, the nursery has gone through a period of change. A new manager has been appointed, several members of staff have left, and a revised curriculum is currently being embedded across the nursery. However, managers demonstrate a willingness to make further improvements to enhance the quality of care and education provided for the children. These include the planned recruitment of further qualified staff, the re-opening of the forest school area and the ongoing purchasing of additional resources to support children's learning.
- Staff complete mandatory training, such as child protection training. Some staff members have completed additional training that specifically addresses the care of babies. However, this requires further evaluation to ensure staff understand the revised curriculum and have the knowledge and skills to implement it consistently across the nursery. This also includes improving staff's interactions with the children.
- Staff do not consistently implement and structure a meaningful curriculum, and the quality of teaching is variable across the nursery. Staff sometimes fail to motivate children's engagement in their play, to build on what each individual

child knows and can already do. Children's interest is not always sustained. They begin to wander around with no purpose to their play. Furthermore, on occasions, staff struggle to support all children to learn to manage their feelings and behaviours. Children cry, become frustrated and struggle to share resources with their friends. This hampers their ability to engage and make good progress in their development.

- Children are warmly welcomed when they arrive at the nursery. They seek reassurance if they are feeling sad or upset. Children are praised for their achievements, which promotes their self-esteem. For example, younger children smile as staff praise them for picking up the coloured scarves. They confidently tell visitors why they pick things up off the floor, saying 'scarves are slippery'. Staff support children to develop appropriate hygiene routines. Children's independence is actively encouraged. Younger children understand when staff ask if they need a tissue for their nose, and they know where the bin is to dispose of their used tissues.
- Children enjoy healthy snacks and meals. Staff clearly state the procedure to follow to keep children safe. For example, red plates and bowls, along with a place mat, alert staff to children who have a dietary or medical reason for not eating some foods. However, on the day of the inspection, staff failed to follow this procedure consistently. All children had their snack in different-coloured bowls without a place mat. Although children with dietary needs received the correct snack on this occasion, this could lead to confusion for newer and temporary members of staff.
- Managers and staff develop appropriate partnerships with parents. Information about the children's day is shared on collection, and parents can access further information about their child through an online app. Parents also have access to a 'parent zone', which contains a range of useful information, such as the nursery's policies. Parents can borrow storybooks to read with their children at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good knowledge of the signs and symptoms of abuse. They understand how to make a referral if they have concerns about a child in their care. The manager follows appropriate recruitment and induction procedures. Suitability checks are completed to ensure all staff working with children are suitable. The premises are secure, and staff are deployed appropriately to ensure the children's safety. A wide range of written policies are in place to support the management of the nursery.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the individual needs, interests and development of each child are used to plan consistently meaningful and challenging learning experiences that build on what they already know and can do	30/12/2022
ensure staff receive effective support, coaching and training opportunities to focus more precisely on improving their practice, increasing their knowledge of the curriculum and their interactions with the children	30/12/2022
ensure effective and clear systems are in place and followed to meet children's dietary needs	14/10/2022
implement effective behaviour management strategies to ensure children remain engaged in their play and learn to recognise how their feelings and behaviour have an impact on others.	31/10/2022

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

- enhance the use of the outdoor areas, particularly for children in the pre-toddler room, and extend the range of resources and activities provided in the outdoor area, to enable all children to explore and develop their own play and ideas.

Setting details

Unique reference number	EY269706
Local authority	Essex
Inspection number	10257482
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	0 to 4
Total number of places	103
Number of children on roll	121
Name of registered person	High House Nursery Limited
Registered person unique reference number	RP521664
Telephone number	01279 870898
Date of previous inspection	9 September 2021

Information about this early years setting

High House Nursery Ltd registered in 2003 and is situated in Takeley, Bishops Stortford. The nursery employs 30 members of childcare staff, of whom 14 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Ann Austen
Lisa Topham

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspectors observed staff's interactions with the children during indoor and outdoor activities and assessed the impact these have on the children's progress and achievements.
- The manager, deputy manager, staff and children engaged in discussions with the inspectors at appropriate times during the inspection.
- The inspectors carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of the nursery's documents were reviewed by the inspectors, including evidence of staff's suitability and training.
- The inspectors took account of the views of parents by speaking to them.

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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