

Inspection of Hightrees Nursery

Meadvale Parish Hall, Somerset Road, REDHILL RH1 6LT

Inspection date: 27 February 2023

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 are excited and inquisitive learners. They ask questions when they notice building work in their locality. They play imaginatively, extending their interest in this by pretending to be builders and making a barn together. Children hold tools with control, using the correct terms to name them. They play alongside their peers well, taking turns to find the 'long planks' and welcoming others into their play by waving and saying 'hello'.

Children learn about how they are unique. They talk to staff about their siblings and family members as they play. Children talk confidently and count how many people live in their house altogether. They learn about their community, finding out about festivals celebrated by others, such as Holi and Diwali.

Children benefit from inclusive and attentive staff. For instance, children's eyes light up as staff greet them on arrival. Those who find it tricky to settle have lots of gentle reassurance to help them separate from their parents. Staff are quick to respond if they notice children becoming unsettled. Children are well behaved. They follow the positive role models of staff and respond well to the high expectations staff have of them.

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

- Staff share a secure understanding of the intentions for children's learning. For example, they describe the sequence of skills they focus on to develop children's speech and language. They talk about how they narrate children's play and frequently sing and read stories to help build children's vocabulary.
- Children with special educational needs and/or disabilities make good progress. They are supported well and staff have high ambitions for them, taking prompt steps to help them access the support they need. For example, the special educational needs coordinator finds out as much information as possible about children before they start attending. She seeks advice from specialists, sharing strategies with staff and implementing them consistently across the nursery. This helps to promote an inclusive approach.
- Staff provide many opportunities to develop children's mathematical understanding. For instance, children hunt for hidden numbers. They are excited when they find these, and staff then help them to place the numbers in sequence, talking about which one comes next. Staff support children to count play dough portions that they make. They encourage children find out how many they have altogether, sensitively helping to address misconceptions along the way.
- Staff want children to be confident and independent. However, on occasion, staff do not use opportunities as effectively as possible to teach children the

sequence of self-help skills they need to manage some tasks independently. For example, some staff are quick to put children's coats on for them and dress children after nappy changing. This does not help children to learn to do this themselves.

- Staff promote positive behaviour well. They use their good knowledge of children to help them resolve minor problems swiftly. Staff use gestures and real-life items to help children understand what is happening next and communicate their wants and needs.
- Staff are prompt to help children to learn and practise hygiene procedures, such as wiping their noses and washing their hands. However, they are not fully effective at helping children understand why these procedures are important for health and hygiene.
- The manager has a positive attitude to staff development. For instance, she encourages new staff to complete training to enhance their skills. She provides opportunities for them to try out their ideas and gives feedback on their performance. Further training opportunities are chosen precisely to help staff support the needs of the children attending effectively.
- The manager uses additional funding well to support vulnerable children. For example, this is used to increase the number of sessions that children can attend, which helps them to benefit from the good quality experiences on offer.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a good understanding of her continued responsibility to check the suitability of staff. All staff are able to talk about signs and symptoms of abuse, including county lines, grooming and domestic abuse. They are familiar with procedures to follow to report any potential concerns about children's welfare. All staff know how to escalate any potential concern about staff practice in line with the whistle-blowing policy. Staff have robust procedures in place to keep children safe. For example, they risk assess each day, take action to minimise risks associated with their location and plan outings in the local area effectively.

What does the setting need to do to improve?

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

- identify and use opportunities to teach children the sequence of skills they need to manage self-help tasks more independently
- strengthen opportunities to help children understand the importance of hygiene routines.

Setting details

Unique reference number	EY486382
Local authority	Surrey
Inspection number	10276212
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	34
Name of registered person	Hightrees Nursery Ltd
Registered person unique reference number	RP534360
Telephone number	07449869283
Date of previous inspection	5 July 2017

Information about this early years setting

Hightrees Nursery registered in 2015 and operates from Meadvale Parish Hall in Redhill, Surrey. The nursery is open Monday to Friday, from 8.30am to 2.30pm, during term time only. The nursery employs six members of staff, four of whom hold a relevant qualification at level 2 or 3.

Information about this inspection

Inspector

Lisa Dailey

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 inspector discussed the curriculum and the intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to staff at appropriate points during the inspection. She also spoke to parents and considered 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 2023