

Report for childcare on domestic premises

Inspection date: 7 February 2023

Overall effectiveness**Inadequate**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised because required suitability checks have not been completed for every person working on the premises. This has a significant impact on children's safety and personal development.

Nevertheless, children happily leave their parents at the door to enter the welcoming setting. They show that they feel at ease in the homely environment. There is a range of accessible resources that children confidently choose from. They follow their interests and become engrossed in the activities that staff provide. For example, after lunch, children enjoy choosing from a range of different types of resources to build with. Children show good attitudes to learning.

Children enjoy familiar books and stories. Staff are animated and enthusiastic when reading to them. They captivate their attention throughout the story. Children enjoy taking part in the physical actions staff add to the stories, such as clapping their hands and moving their bodies. Children enjoy talking about different parts of their body following on from the story. This supports children's learning and development.

Children have daily opportunities to play and exercise in the fresh air. They use their physical skills as they run around the large garden, being careful not to bump into their friends. Younger children enjoy the sensory experience of playing in the sandpit. For example, they have fun scooping the sand into a bucket and are excited when they make a sand castle.

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

- Since the last inspection, some improvements have been made. The manager has a vision for what they want children to learn and achieve. They particularly focus on children's personal, social and emotional development. Overall, children benefit from a range of purposeful activities. However, staff do not always follow children's spontaneous interests to fully engage them. This means that some children's imaginative play is limited.
- The manager is not taking sufficient steps to keep children safe. They have a poor understanding of the process that must be followed before any new staff can work unsupervised or be included in the adult to child ratios. The manager has neglected to provide the information that Ofsted require to carry out suitability checks for everyone caring for children. Consequently, children's safety cannot be assured.
- Staff have a good understanding of how to support children's communication and language skills. They sing songs and read books with great enthusiasm. This helps to extend children's listening and speaking skills. For example, older

children enjoy recalling stories as staff pause and encourage them to say the next line. Stories relate to other activities the children are doing, such as learning about oral health.

- Staff attend to children's care needs effectively. They are quick to recognise when children may be feeling unsettled, and they respond well to their individual preferences for comfort. Staff continuously praise children's efforts and achievements, which helps support their self-esteem successfully.
- Staff get to know the children and families well. There is a two-way sharing of information that enhances children's learning and development. For instance, staff give parents ideas and resources, such as tooth brushing activities, for home learning. Parents comment on the positive induction children have when they start and how much they like the home-from-home environment.
- Staff promote children's physical development well. They encourage children to manage challenging, strenuous play and take risks. For example, children are encouraged to climb up and over the climbing apparatus safely, being mindful of their friends. This supports children's physical development and helps children to understand how to stay safe when using the equipment.
- Staff help children to broaden their mathematical understanding. Children have many opportunities to count as they go about their day. For instance, children count pieces of food and staff talk to them about how many pieces there are, and how they can make it into enough pieces for them all.
- Staff encourage children to be independent. For example, babies and toddlers learn to feed themselves with a spoon at mealtimes. Older children enjoy the responsibility of carrying out small tasks, such as helping to tidy away the toys and getting the table ready for lunch. However, staff do not always give children clear expectations for their behaviour. For instance, children are not consistently encouraged to take turns or share resources. This means they are not always sure how to behave well.
- The manager and staff work closely with parents and other professionals, when they identify children who require additional support, such as children with speech and language delay. This enables these children to make good progress.
- Staff receive supervision and are supported to access some training. The manager uses supervision sessions to identify staff training needs, which benefit the education and care of the children. For example, some staff recently completed a sign language course, to assist children's communication and language development.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not ensure all required checks are completed for staff to confirm they are suitable to care for children. This has an impact on children's safety. However, they do make sure that all staff have a Disclosure and Barring Service check. The manager and staff understand the signs and symptoms that a child may be at risk of harm. They have completed recent safeguarding training, which has supported them to improve their knowledge since the last inspection.

They are clear on the procedures to follow should they have any concerns about a child's welfare or an allegation about an adult working with the children. Risk assessments are in place and the premises are secure.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
implement effective procedures to ensure that people looking after children are suitable to fulfil the requirements of their role	01/03/2023
ensure the required information is submitted to allow Ofsted to check the suitability of staff working or living on the premises.	01/03/2023

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

- strengthen staff teaching skills to help them consistently support and extend children's learning when they are exploring their own play ideas
- give consistently clear messages regarding expectations of children behaviour, so that all children fully understand and follow what is expected of them.

Setting details

Unique reference number	EY370828
Local authority	Southampton
Inspection number	10257881
Type of provision	Childcare on 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 5
Total number of places	24
Number of children on roll	24
Registered person unique reference number	RP906470
Date of previous inspection	12 September 2022

Information about this early years setting

Highfield Nursery School re-registered in 2008 as a limited company. It is in the Highfield area of Southampton. The nursery is open each weekday, from 8am until 6pm, all year round. The nursery employs 10 members of staff to work with the children. Of these, one holds an early years qualification at level 5 and five hold a qualification at level 2 or above.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The manager and inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the provision.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the provision.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observations of a group activity with the manager.
- Parents shared their views of the provision with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the provision.

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