

# Inspection of Highley Minors Childcare Centre

The Severn Centre, Bridgnorth Road, Highley, Bridgnorth WV16 6JG

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Inspection date:

31 May 2023

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## **Overall effectiveness**

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## **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**

Children who attend this nursery do not consistently receive high levels of teaching, in order to support their learning. Planned activities do not always take into consideration the age and stage of the children, meaning that children cannot consistently make good progress. That said, children feel secure and seek out staff, who are mostly welcoming and provide comfort. They snuggle up closely to staff as they listen to their favourite story being read. Staff in the baby room are intuitive with their care. They know the children and their routines and ensure that they are meeting their individual needs. Staff notice the small signs of children looking tired and calmly settle them to sleep before they become overly tired. All children are welcome here. The nursery prides itself on being inclusive. However, there are times when staff do not always have high ambitions for all children.

Behaviour is mostly good throughout the nursery. However, due to rigid routines within the pre-school room, adults are frequently in a position where they are controlling behaviour. Adults do not consistently support children with conflict resolution. Children are often left unaware of why they have been told not to do something. This means children are not always sure of the rules and expectations to support their social and emotional development. The low-level disruptions have an impact on the quality and amount of learning time children receive.

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

- The quality of education is not consistent across the nursery. While leaders can talk about what they want children to learn, it does not always meet the needs of the children. Leaders do not ensure that staff consistently understand the curriculum and how to implement it. Staff have better interactions with children within the playgroup room. For example, adults are playful, pretending to be fearful of a crab attack, while slipping in new words, such as 'capsize'. Quieter children are gently supported to lead their learning and communicate through making one-word requests. For example, they ask for 'more' water from the tap. The daily routines in the pre-school room are rigid, take up a large proportion of the day and mean that children are waiting for long periods without learning opportunities.
- Leaders and staff have thought hard about how to support children with transitions to the next part of their learning. However, this is not carefully planned. The nursery has a process to share next steps with each room. However, next steps are not kept up to date, which means that staff in the rooms that children move on to cannot work effectively in helping children to make good progress and meet their needs from the outset.
- Child development and learning stages have not always been considered when sequencing what children learn. All children in the nursery learn the same

rhymes and have been reading the same book. Staff have not planned for learning to build up over time, starting with what children already know. For example, staff read the same book at the same pace in the baby room as staff working with the older children. The younger children find it hard to maintain concentration and are not ready for this yet.

- Children are supported to make healthy choices within the nursery. All children are given a healthy breakfast at the start of the session, followed by brushing their teeth. However, staff do not consistently teach children to understand why they are doing this and the impact it has on their body and health.
- The special educational needs coordinator is skilled in her interactions to support children with special educational needs and/or disabilities (SEND). She uses techniques supported by other professionals to help develop communication and language. She supports children to develop language through commenting on what they are doing, singing simple repetitive songs, such as 'dig, dig, dig in the mud' and using an expressive tone. When children make a mud castle, she tells them 'wow what a good castle'.
- Staff delivering one-to-one support work sensitively to form strong trusting bonds with children with SEND. For example, they lie on the floor, side by side with children, and carefully model play. However, the level of intensive adult intervention means that there are limited opportunities for children to make friendships with their peers. Some children with SEND are confident to communicate their needs and know that they will be met. Children who are hungry before lunchtime can access their food. This supports their individual needs.
- Most children are confident to join in risky play, balancing as they navigate around a tractor tyre and putting their arms out to balance. When less-confident children express that they are worried, their friends quickly give a helping hand to support them and help them to get off the equipment.
- Leaders say that the setting is an important part of the wider community. Leaders feel a strong sense of responsibility, not just for the children but also their families. They support those in times of need. Parents are mostly positive about the running of the nursery and the communication they receive. Parents whose children have previously attended are eager to share their gratitude for the part the nursery has played in their child's early education. They describe the staff as having a 'caring and nurturing nature'.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding about how to act to safeguard children. They know and understand the potential signs that may mean a child is at risk of harm. Staff know how to escalate any concerns they may have about children or staff. Leaders ensure that all staff have up-to-date training and know where to find out more information if they feel unsure. For example, they make safeguarding information accessible to staff in a range of ways that they can independently access, including a central safeguarding board and key rings to be

carried, which contain pertinent information. Leaders ensure they have regular supervision sessions with all staff. Leaders follow safer requirement processes for new staff and have a strong induction process, meaning that newer staff feel well supported.

## What does the setting need to do to improve?

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

	Due date
implement a well-planned curriculum to ensure that activities are developmentally appropriate and build on what children already know and can do, to help them make the best possible progress from their individual starting points	16/09/2023
ensure all staff have a clear understanding of the curriculum and children's next steps for learning, so that their teaching is consistently focused on what children need to learn to prepare them for the next stage in their education.	16/09/2023

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

- support children to effectively learn to understand expectations and to regulate their behaviour
- consider ways to support children with SEND to experience even more positive interactions with their peers
- organise routines more effectively so that children do not spend long periods waiting and lose valuable learning opportunities.

## Setting details

<b>Unique reference number</b>	EY290170
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10276469
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	59
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Highley Minors Childcare Committee
<b>Registered person unique reference number</b>	RP908618
<b>Telephone number</b>	01746 862953
<b>Date of previous inspection</b>	18 July 2017

## Information about this early years setting

Highley Minors Childcare Centre registered in 2004 and is located in Highley, Bridgnorth. The nursery employs 22 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Emily Garner

## 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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery leaders.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents 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.

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