

# Report for childcare on domestic premises

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Inspection date: 20 July 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy their time at this homely setting, which prioritises their need to feel safe and secure. Staff are gentle and kind, and know the children very well. Children develop strong and secure relationships with their key person. They seek comfort when needed and enjoy engaging adults in their play. Children form secure friendships and relish the time they spend together. For example, children engage in imaginative play. They share their ideas with each other when deciding what a character is going to do next. This helps children to develop the skills that they will need to support future relationships.

Staff support children's communication development well. They recognise the importance of creating an environment that promotes speaking and listening skills. For example, during lunchtime, staff turn off music and create a relaxed atmosphere. Children happily chatter as they eat their food. Staff encourage children to verbalise their needs. For instance, staff ask children to consider what utensils they may need depending on the food on offer. They ask each child individually, who inform staff whether they need a knife, fork or spoon. This also helps children to make connections between language and objects, while developing confidence with speaking.

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

- Leaders have a clear vision to support children in developing essential skills that will prepare them well for life. They use what they know about children to create an ambitious and sequenced curriculum that focuses on what children need to learn next. Staff use assessment successfully to identify potential gaps in children's learning. Staff work in partnership with parents to ensure that children receive a consistent approach. This helps children, including those with special educational needs and/or disabilities, to make good progress in their learning.
- Staff provide children with opportunities to learn basic mathematical concepts, helping them to develop the skills they will need for future learning. For example, children learn to count in sequence as they count the number of children present. Staff address any inaccuracies sensitively through effective modelling. Staff introduce mathematical language, such as 'enormous', when discussing size.
- Staff provide children with clear information about safety. For instance, staff remind children to wear their shoes when outside. They explain how the sun heats up the ground, which makes the floor hot. Children gain a basic understanding of consequence as they learn that standing on a hot floor might burn their feet. Children also learn to keep themselves safe during mealtimes. For example, staff encourage children to eat slowly. This helps children to gain an understanding of how to keep themselves safe.

- Children learn about the importance of good nutrition and the impact this has on their health. For example, staff explain that eating food provides them with energy. Staff introduce the main food groups and ask children to choose the food that they would like from each category. These include carbohydrates, protein, fruits and vegetables. They support children's understanding by explaining what foods belong to which food group. This helps children to make healthy choices.
- Children behave well and fully understand what is expected of them. Children follow the rules with ease and work collaboratively on tasks such as tidying up. Children develop positive attitudes to their early education as they learn to play 'snap' for the first time. They sit well and listen intently to the instructions. They take turns with ease and show pleasure when a friend wins the pack of cards. Staff provide children with clear explanations. This helps children to understand the impact that their behaviour has on others.
- Partnership working is effective. Staff work well with teachers from local schools. They share information and arrange visits to help children to become familiar with their future school. In most cases, this helps to prepare children emotionally for their next stage in learning. However, some children would benefit from a more-in-depth plan to ensure that they have a clear understanding of what is happening next. Leaders demonstrate commitment and persistence in seeking support for those who need it most. They liaise regularly with parents and share care and progress updates. Parents are complimentary about the 'home-from-home' environment. They remark on the secure attachments that their children form with their key person.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a clear understanding of their roles and responsibilities in keeping children safe from potential harm. They demonstrate a secure knowledge of safeguarding policies and procedures, including the action to take should they have concerns about another staff member's conduct or behaviour. They fully understand the signs and symptoms that indicate potential abuse, including bruising to a non-mobile baby. Leaders and staff keep their safeguarding knowledge up to date. Leaders have effective processes in place to ensure that those working on the premises are suitable to do so. This helps to ensure children's safety and well-being.

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

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

- strengthen transition arrangements to ensure that all children are emotionally prepared for their move to school.

## Setting details

<b>Unique reference number</b>	EY370828
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10281588
<b>Type of provision</b>	Childcare on 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>	24
<b>Number of children on roll</b>	24
<b>Registered person unique reference number</b>	RP906470
<b>Date of previous inspection</b>	7 February 2023

## 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 five members of staff to work with the children. Of these, one holds an early years qualification at level 5 and two hold a qualification at level 3.

## Information about this inspection

### Inspector

Paula Sissons

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to 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.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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