

Inspection of Highnam Day Nursery

Lassington Lane, Highnam, Gloucester, Gloucestershire GL2 8DH

Inspection date: 26 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at nursery. Staff are friendly and kind. They eagerly welcome children and their parents when they arrive. The managers and staff have high expectations for all children. They provide a welcoming and interesting environment and children confidently make their own choices about what they would like to play with. Staff deploy themselves well so that they are readily on hand to support children's play and learning. Babies enjoy listening to familiar stories. They eagerly find plastic animals to match what they see in the story, and they excitedly copy the sounds that the animals make. The oldest children have good friendships in the nursery. They enjoy playing imaginatively together. They create maps and work together to follow their maps using magnifying glasses to find the treasure.

Leaders and staff have good procedures in place to keep children safe. For instance, staff recognise that the garden can be too hot for children at certain times of the day, so they carefully consider when it is safe to take children outdoors to play. Children behave well. They listen and follow the rules in the nursery and staff set clear and consistent boundaries to help children know what is expected of them.

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

- The nursery benefits from a strong management team. Staff have good support both personally and professionally from the manager to help them to carry out their jobs effectively. Staff benefit from regular training and supervision to develop their practice and improve experiences for children. The team has created a new curriculum which focuses on helping children to be curious, independent and resilient. Overall, staff support children's learning well. However, the manager needs to provide more support for staff in implementing their new curriculum, as some staff lack confidence during times when there are no adult-led activities. This is particularly so in the older baby and toddler rooms.
- The support in place for children with special educational needs and/or disabilities (SEND) is strong. The manager works closely with the special educational needs coordinator (SENCo) to access training and support from other professionals. The SENCo ensures that children have targeted plans in place and provides children with the support and adjustments that they need to help them to make progress in their learning.
- Staff know the children well. They observe children and accurately assess their progress to identify gaps and to target their support effectively. Staff follow children's interests to extend their learning. Children happily engage staff in their games and enjoy exploring the activities set out for them.
- Staff provide children with opportunities to be physical and to test their physical

abilities. They eagerly encourage the youngest children to develop their early walking skills as they hold their hands and provide them with resources to hold and push. The oldest children giggle and jump around as they move to music to wake their bodies up ready to play.

- Staff support children's communication and language development well. Staff working with the younger children model language, encourage children to copy sounds and support children to learn new words through songs and stories. Staff working with the older children introduce more complex words and encourage children to have conversations and to share their ideas. Staff support the children with delays in their language development to communicate their needs through different methods, such as signs and gestures. Children of all ages learn to be confident at communicating their needs and interests.
- Overall, partnerships with parents are strong and well established. Parents say that they are well informed about their children's progress, and they enjoy visiting for stay-and-play sessions to see their children play. Staff take time to speak to parents when they arrive to collect their children, to share information about their child's day. Staff working with the youngest children gather key information to help them to support children to settle in and to feel safe and secure. However, staff working with the older children do not gather the same detailed information to help children with settling in as they first start at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- continue to develop the implementation of the curriculum, particularly in the older babies and toddler rooms
- further develop the good partnerships with parents, to gather more information and help the older children to settle when they first attend the nursery.

Setting details

Unique reference number	EY276741
Local authority	Gloucestershire
Inspection number	10346982
Type of provision	Childcare on non-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 4
Total number of places	42
Number of children on roll	77
Name of registered person	Highnam Day Nursery Limited
Registered person unique reference number	RP904325
Telephone number	01452 416 000
Date of previous inspection	29 August 2018

Information about this early years setting

Highnam Day Nursery registered in 2004. It operates from Highnam, Gloucester. The nursery opens Monday to Friday from 7.30am to 6pm, all year round except for bank holidays. It employs 12 members of staff. Of these, eight have appropriate early years qualifications, including one at level 4. The nursery receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- This was the first routine inspection the nursery 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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