

# Highdale Day Nursery

Inspection report for early years provision

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**Unique reference number** EY313458  
**Inspection date** 27/05/2009  
**Inspector** Timothy Butcher

**Setting address** School Lane, Highdale Avenue, Clevedon, North Somerset,  
BS21 7LT  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

## Description of the setting

Highdale Day Nursery was registered by the present owners in 2005. The childcare operates from two large playrooms in purpose built premises situated near to the centre of Clevedon. A maximum of 24 children in the early years age range may attend at any one time, of these none may be under two years. The nursery is open each week day from 08.00 to 18.00 for 51 weeks of the year. There is a fully enclosed garden and play area for outside play.

There are currently 63 children aged from two to under five years on roll. Of these, 39 receive funding for nursery education. Children come from Clevedon and surrounding villages and towns. The nursery has experience of supporting children with special educational needs and those who speak English as an additional language.

The nursery employs six staff including a cook. Four of the staff who work with children hold Early Years qualifications to Level 3 and one member of staff is working towards a Level 2 qualification. The setting receives support from an advisory teacher from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children strongly benefit from the warm interactions with the staff. Children make good progress in their learning and development because they are provided with good quality play activities that capture their interest and imagination. Excellent relationships with parents are established through an effective Key Person system and this strongly contributes to the provision of care and to children's learning and development. The general health and safety of children is strongly promoted because the setting gives due regard to the general welfare requirements and there are secure systems in place to identify and address risk of accidental injury to children.

Although the process of self-evaluation is not systematic, an awareness of the overall strengths and weaknesses of the provision is held and there is a clear commitment to continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the arrangements for the supervision of children learning independence and self-care skills to ensure they develop a good understanding of hygiene practices and how these contribute to good health; and review practices at snacktime to ensure children have suitable plates to eat from
- continue to conduct observations of each child's achievements and ensure these are updated consistently in order to match the expectations of the

- learning goals and to identify learning priorities for each child
- develop further the processes of monitoring the delivery of the Early Years Foundation Stage and the evaluation of the setting.

## **The leadership and management of the early years provision**

Staff have a thorough knowledge of the Early Years Foundation Stage and use their skills effectively to support children's learning in both adult-led and child-initiated activities. Planning is responsive to the identified needs of children and closely follows their interests. Staff use some information about each child's priorities in learning to plan at the weekly planning meeting, however, children's Learning Profiles are not always kept up-to-date and so this information is used less effectively in the planning process. This also indicates a weakness in monitoring processes. Policies and procedures, such as the admissions procedure, reflect the setting's strong approach to inclusion. Children are treated as individuals and have their choices respected. All children are fully included in the everyday life of the provision because the Key Person has a clear understanding of the individual needs of their particular children and careful thought has gone in to making the learning environment accessible and interesting to all children.

The nursery places a very strong emphasis on a warm welcome and on effective communication with parents. Partnerships with parents and carers are well established. Care arrangements are fully discussed and agreed. Key Persons ensure an excellent two-way exchange of useful information. Parents' views are valued and these have been sought through a questionnaire. Parents report very positively on the care arrangements and on all aspects of the provision. Children new to the setting are sensitively supported by skilled staff who use their knowledge of the child's background to settle them and to put them at ease.

Staff have a clear knowledge and understanding of their child safeguarding responsibilities and this is backed by the setting's comprehensive policies and procedures.

## **The quality and standards of the early years provision**

Children relish their time at the setting and settle to their chosen play quickly on arrival. All staff contribute to the welcoming and often vibrant learning environment. Free-flow activities both inside and outside enable children to exercise choice and to learn and explore at their own pace. Children engage enthusiastically in a wide range of activities that are carefully planned, well resourced and thoughtfully presented. A key feature of the setting is the creative and flexible provision of resources in response to the identified interests of children. As a result children develop positive attitudes to learning. A good balance between child-initiated and adult-led activities is also achieved. In an adult-led activity children measure out, mix, explore the changes in texture, smell, knead, roll out and use a cutter to press out the shape when making gingerbread men and women. They are prompted by skilled staff to count the sultana buttons, take turns, follow instructions, look at the recipe and understand the baking process.

Staff introduce key words such as 'more' and 'less' and ask many open ended questions that successfully prompt children to express what they know and to extend their thinking. As a result children make good progress as learning takes place on many levels.

All children have regular opportunities to take their play outside, for example, four children imaginatively use a large hoop to represent a car and together have lots of fun negotiating obstacles and a low gate as they 'drive about visiting places'. They begin to learn to move together and to be cooperative and to share ideas as they do so. Young children at sharing circle time have lots of fun as they sit to 'listen with their ears' and 'talk with their mouths'. They thoroughly enjoy naming, counting and action nursery rhymes and begin to concentrate for good periods of time. Staff skilfully ensure each child gets heard and as a result all children grow in self-esteem and confidence.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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