

Highfield Day Care Centre

Inspection report for early years provision

Unique reference number EY434362
Inspection date 15/05/2012
Inspector Janet Fairhurst

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Type of setting Childcare - Non-Domestic

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Highfield Day Care Centre was originally registered in 2007 and registered again in 2011. It is one of several settings managed by the 4Children Charity. It operates from two rooms within Highfield Primary School. Children have access to an enclosed play area. The nursery is open each week day from 7.30am until 6pm, 51 weeks a year.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 36 children under eight years of age may attend at any one time, all of whom may be in the early years age range and of these, not more than 12 may be under two years old. There are currently 49 children on roll.

There are nine members of staff employed to work with the children, all of whom hold early years qualification to at least level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides an inclusive, welcoming and friendly environment where children are kept safe and secure. Children make overall good progress in their learning and development as staff have a secure knowledge of each child's individual needs and use this to provide a wide range of activities, which cover all areas of learning. There are outstanding links with parents and carers and good partnerships with the host school. Effective self-evaluation processes have been established and the staff and management team demonstrate a genuine commitment to identifying and addressing areas for development, which ensures continuous improvement.

What steps need to be taken to improve provision further?

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

- create an environment rich in print where children can learn about words, for example, by using labels
- improve the way in which free-flow play is maintained, so that it does not affect the overall temperature of the playrooms.

The effectiveness of leadership and management of the early years provision

Safeguarding is given the utmost priority, with exemplary procedures in place to promote the safety and protection of children. Staff demonstrate an excellent understanding of their role and responsibility to protect children in their care from

abuse and neglect. They are fully conversant with the procedures to follow and staff keep their knowledge of legislation and practice up to date through on-going training. An extensive and detailed range of policies and procedures are understood and consistently implemented by staff. These are used to inform practice and promote the welfare of the children who attend. This, combined with effective recording systems for medication administration, accidents and allergies, which are all meticulously kept, monitored and efficiently stored, further makes certain that children are extremely well protected. Highly detailed risk assessments and daily checks are conducted by staff to minimise hazards and help reduce accidents. The effective deployment of staff ensures that all children experience good levels of direct support and attention.

Resources are well organised and made totally accessible, which means that children rapidly become independent and confident decision-makers. Free-flow play is offered to the children during part of their day. However, as the external doors need to remain open this immediately drops the temperature of the playrooms and leaves them slightly uncomfortable for the children remaining indoors.

The nursery has developed partnerships with parents that are highly effective and make a significant contribution to children's achievement and well-being. Parents' views are valued enormously and they are encouraged to communicate their opinions through various methods, such as, questionnaires, meetings and surveys. Parents support the nursery exceptional well, notably through the highly successful 'Friends of Highfield', a group formed and managed by the parents. Recently, the group have raised sufficient funds to provide the nursery with additional resources, such as a double buggy and funds which allow the staff to hire a mini-bus to take children on trips. Parents express a high regard for the care and service the staff provide and they are overwhelmingly pleased with the progress their children are making. Close links with local schools mean that information about the care, learning and development of individual children can be shared effectively. This enables the nursery to complement the learning taking place and also helps towards a smoother transition into school in the future.

The manager and staff carry out effective self-evaluation and monitoring of the provision, resulting in a clear understanding of the nursery's key strengths. They use information from meetings with parents, staff and internal audits to monitor all aspects of practice. As a result, the staff team carefully plan further improvements. The impact of such improvements is evident. For example, they have created an exciting outdoor play area for the children from a previously unused plot of land.

The quality and standards of the early years provision and outcomes for children

Children are very happy and confident individuals, who benefit from the good care, activities and play opportunities provided. They are supported well by the staff, who implement the Early Years Foundation Stage effectively in their practice. Therefore, children are developing well and make good progress towards the early

learning goals. Children's progress and development is monitored and recorded effectively. Their next steps are clearly identified and included in the planning, so children continue to be appropriately challenged. Their progress is effectively tracked and ensures that any gaps in their learning is identified and addressed. This ensures that every child receives high levels of support at an early stage.

Children are well behaved. They develop good relationships with the staff and play well together. Children are developing an early appreciation of books as they enjoy listening to stories. They have easy access to writing materials and they enjoy making their first attempts at writing. However, because of the limited use of labelling, there are fewer opportunities to introduce and support children's early reading skills. Children demonstrate an increasing awareness of quantity, size, shape and position as they use dough, sand and water. They build with various construction toys, which increases their dexterity and abilities to match and sort. Older children use the computer, developing skills to play matching and number games. This helps them begin to develop skills for the future. They grow sunflowers and look at the weather and changing seasons, developing their knowledge of the world around them. Babies enjoy a variety of experiences, including opportunities to play outside in the fresh air. The organisation of the baby room enables them to develop their physical skills safely as they crawl and stand with the aid of low-level furniture. Staff speak gently and calmly to them, offer cuddles and encourage their independence. Their early attempts to communicate are fully promoted as staff take time to listen to them, reaffirming their sounds and gestures.

Children's understanding of difference and diversity is promoted in planned activities, celebrating special events throughout the year. Children enjoy outdoor play and physical activities in the newly refurbished play area. They ride on wheeled toys, play in the water, which is infused with the scent of lemon and make pies and castles in the wet gloopy sand. Children show very good skills of cooperation and negotiation as they play with others, for example, when sharing a bicycle and organising racing competitions. Children make excellent progress in taking responsibility for their own safety as they learn to identify risks. For example, they know that they must take care when riding the bikes, so they do not bump into other children.

Children's well-being is protected through the nursery's robust policies and procedures, with effective hygiene routines in place to minimise the risk of cross-infection. For example, staff wear disposable gloves and aprons when providing personal care routines for children. Children receive healthy nutritious freshly prepared snacks and meals. They benefit from the social occasion created at meal times when their independence and self-help skills are fully encouraged. Children learn appropriate hygiene practices through the good role model set by staff and through everyday hygiene routines. They independently access the bathroom areas where they competently wash and dry their hands. Through their body language, children show that they have extremely secure relationships with staff. For example, they readily approach them when seeking reassurance and happily talk to them about their personal experiences. Regular evacuation drills are carried out and details of these are recorded. Consequently, staff are very confident in

their ability to evacuate the premises and children have an excellent understanding of what to do in an emergency.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met