

# Highwood Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	110350
<b>Inspection date</b>	25/06/2010
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<b>Type of setting</b>	Childcare on non-domestic premises

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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

Highwood Day Nursery is managed by Brockenhurst College and opened in 1991. The nursery is situated in the village of Brockenhurst in Hampshire. It operates from a large detached property, including a separate annex and has an enclosed outside play area.

The setting is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. A maximum of 74 children under eight years may attend the nursery at any one time, of these, all may be in the early years age group. There are currently 157 children from three months to eight years on roll, of these, 126 children are in the early years age range. There are 41 children receiving funding for nursery education. In addition, 33 children from eight to 11 years are on roll. An after school and holiday club is included as part of the provision. The nursery is open each weekday all year round from 8am to 6pm. All children share access to a secure enclosed outdoor play area.

The setting supports children with special educational needs and/or disabilities. The nursery employs 25 staff, 19 of whom, including the manager, hold appropriate early years qualifications. In addition, the setting has an administration assistant and a nursery chef.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, secure and motivated in their learning. They participate in a broad range of activities and play opportunities enabling them to make good progress in their learning and development. Staff implement effective procedures to ensure they gather sufficient information to enable them to successfully meet children's individual needs. Throughout the nursery staff foster positive relationships with parents and carers to ensure good communication. The setting has addressed previous recommendations improving outcomes for children.

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

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

- ensure that planning for individual children's needs is consistent throughout the nursery to ensure all children make maximum progress in their learning and development
- review the use of the outdoor area and the play rooms to ensure children have opportunities to freely move around and provide more choice of activities and play opportunities, with particular regard to the 18 months to three years age groups.

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

Children are effectively safeguarded because staff demonstrate clear knowledge and understanding of child protection. They regularly attend training to update their skills and knowledge. The designated child protection officer is clear on her role and responsibility in supporting staff in ensuring they are meeting the setting's policies and procedures to safeguard children from harm and neglect. Thorough risk assessments are completed on a regular basis and any issues identified are addressed to ensure the environment is safe for children to explore. Recruitment and vetting procedures are rigorous and robust to ensure staff working with the children are suitable to do so. All staff undergo induction and regular appraisals to ensure their skills are up to date. Any training needs that are identified are addressed to ensure personal development as well as keeping abreast of any changes within early years. The setting has comprehensive and detailed policies and procedures which are shared with parents and staff on a regular basis to ensure they are familiar with the contents. All required documentation is in place to support staff in providing good quality care and education.

The setting has effective systems to monitor and evaluate the provision to ensure every child is making maximum progress and has an enjoyable experience in the setting. The manager and staff are committed and work well together as a team, ensuring children are well supported at all times. Parents' views are regularly sought through questionnaires and informal discussions to ensure that they are fully involved in all aspects of the setting. The manager is in the process of completing Ofsted's self-evaluation involving the staff to ensure their views and input is valued. Close links with other early years settings at cluster meetings and support from the local authority provides additional methods to share good practice and review outcomes for children.

The space and resources are generally used effectively to meet the needs of individual children. There are three outdoor areas to enable the various age groups to be outside at the same time. Age-appropriate play rooms are geared to support children's progress and development. However, at times, the outdoor area is only used at specific times and children are unable to free flow between indoors and outdoors. In addition, within some areas of the nursery such as toddlers and the two to three year room, the opportunities for children to freely choose are limited because staff close off specific areas during the day such as after snack time or lunch. This means children only have the opportunity to paint and use other creative materials at designated times and their choice is not fully promoted. Staff provide good levels of support in all areas throughout the nursery.

Partnerships with parents and carers is well supported. They are encouraged to be fully involved in their child's learning and there are numerous systems throughout the nursery to promote their involvement. For example, a communication tree where parents and key workers can write messages on leaves which are then placed on the tree. Younger children's key persons complete daily sheets detailing their welfare needs such as sleeps and nappy changing. In addition, activities the children have been involved in that day are included. Parents report that their

children are happy and they feel the staff are particularly welcoming and committed to meeting the children's needs. Parents report there are good systems to share information about their children's progress through the parent evenings and children's learning journeys. The setting has developed good systems to share information with other settings which includes discussions with individual children's key workers and sharing information about the children's next steps to ensure a consistent approach in their learning. The setting works closely with other early years professionals such as portage and speech therapists to ensure that children's individual needs are effectively met.

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

The majority of children confidently come into the setting and quickly engage in the activities available. Some children who are less confident are well supported by staff because they know their individual needs well. For example, a younger child has difficulty leaving their parent because the routine is different. The member of staff quickly reassures the child and encourages them to become involved in the various play opportunities. Within a short time the child is happy and smiling. Children are making good progress in all areas of their learning and development. They participate in a broad range of age-appropriate activities throughout the nursery. Babies are encouraged to explore treasure baskets, sand and water. Toddlers listen with interest to stories, enjoying singing and exploring the water in the garden. Older children thoroughly enjoy a game of 'Who is in the bag?'. They confidently choose an animal from the bag, correctly using sign language as part of the activity. They choose a song related to the animal before putting it onto the board. After the activity has finished a child invites two children to play the game again with them, demonstrating secure relationships with their peers and the adults. Pre-school children are confident to direct their own learning. They devise their own role play activities in the garden. They confidently explain to a visiting adult how they are using the flour to make milk. Children work together finding the ingredients they feel they need such as flour, water and leaves. Other children talk about how they want to use the flour to bake bread and use the pretend cooker when doing this. Children enjoy tending the plants and delight in showing off their strawberries.

Staff follow basic topics throughout the nursery planning activities linked to the theme. For example, whilst learning about space, children are encouraged to make rockets. Staff complete observations on their individual key children and then the information is used to plan the next steps in individual children's learning. However, this is not consistent throughout the nursery. Some staff demonstrate a secure understanding of how they are using the children's learning journeys to inform the plans, while others are finding it difficult to use the new and evolving systems. The management see this is a work in progress and the person responsible for planning throughout the nursery is providing support.

Children follow good hygiene practices throughout the nursery. Generally older children are independent in their personal skills and pour their own drinks at mealtimes. However, on occasions, staff automatically pour the drinks rather than

allowing the children to do it themselves. Children benefit from nutritious home cooked food throughout the day. The chef ensures children's individual dietary needs are fully promoted. Children have regular opportunities to exercise in the well-resourced garden, shade is provided and regular discussions increase their understanding about sun safety. A child explains to another child the sun can burn their skin so they must wear cream and their hats. Children learn about safety from an early age. Staff give clear explanations about the consequences of children's actions. For example, a toddler climbs onto the chair, the member of staff explains they may fall and when they go outside they can practise their climbing on the frame.

Children's behaviour throughout the nursery is good. Staff are positive role models and promote children's understanding of the expectations and boundaries. Visual displays of the golden rules help children to understand the simple rules. Children have opportunities to learn about the wider world through discussion, using resources that provide positive images of all aspects of our society. Children celebrate various festivals and staff talk with children about their home lives to help them build their confidence and self-esteem, recognising the importance of valuing differences. Throughout the nursery children are encouraged to use Makaton as a form of communication to ensure that every child is valued and included.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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