

Highfield Nursery

Drewry Road, Keighley, West Yorkshire, BD21 2HB



Inspection date	24 June 2015
Previous inspection date	27 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children's safety and well-being are given a high priority. Vigorous risk assessment, stringent safety measures and effective safeguarding procedures ensure the children feel safe and are secure.
- Teaching is consistently good. Consequently, children make very good progress. Staff provide children with a wide range of purposeful activities based on their individual likes and interests. As a result, children gain the key skills needed for school.
- The care of children who speak English as an additional language is a key strength. Staff gather key words in home languages to support children. They translate documents for parents to understand their children's stages of development.
- The manager and highly qualified staff team are committed to making continual improvements. The team regularly monitor and assess the quality of the teaching and activities through supervisions. In addition, they actively seek training courses and share their learning with each other at regular meetings.
- Staff share any concerns about children's development promptly with parents and other settings, and ensure that children receive the support that they require. They work very closely with other professionals who support children following activity ideas.
- There are many opportunities for children to use their senses to explore and investigate the world around them, both indoors and outside. For example, the staff and children explore what happens when cornflour and water are mixed together, or use sand and water in a construction site, model with clay and dig in the compost.

It is not yet outstanding because:

- Staff do not always give children clear instructions to ensure that they listen and fully understand tasks.
- Sometimes staff distract children who are having difficulty sharing rather than helping them to develop the skills they need to be considerate to others in their play.

What the setting needs to do to improve further

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

- enhance staff's knowledge of promoting concentration and listening skills, by asking clear and age-appropriate questions
- support children to understand and manage their own behaviour by helping them to develop the skills to consistently share and take turns.

Inspection activities

- The inspector had a tour of the premises.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection.
- The inspector observed activities and the quality of teaching in the four playrooms and outdoors.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held discussions with the manager and deputy manager of the nursery.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of staff, and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Amanda Forrest

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The nursery is well organised, and provides children with a welcoming environment in which to learn and develop. Staff are adept at identifying gaps in children's learning and plan fun activities to help them develop further. For example, when children show an interest in space, staff encourage them to use books and role play to act out their discussions. Staff demonstrate how to use resources and children enthusiastically copy these actions. For example, children are thoroughly absorbed in filling and pouring with water and using the tap outdoors. As a result, staff motivate and challenge children to independently complete tasks. Children shout proudly, 'I done it!' after filling the water jug and squirting water. However, on occasions staff ask children too many questions or offer complex instructions, which confuse children and do not give them time to process their thoughts. Staff take opportunities throughout the day to encourage counting, name and colour recognition and weave these concepts into songs and rhymes. Regular summaries of children's achievements are discussed with parents at termly meetings and they are encouraged to share information about children's interests at home.

The contribution of the early years provision to the well-being of children is good

Strong bonds between children and their individual key person ensure that children thrive. Children's moves between rooms and on to school are well planned for and are very much based on children's individual needs. Staff use a variety of documents about children, that include photographs of children and family members to start conversations, and help children develop their sense of belonging. Children are beginning to understand about being healthy. Staff teach children about healthy eating and provide a good range of activities outside to promote exercise. For example, staff provide milk for children and they discuss how it makes their bones and teeth, big and strong. Overall, behaviour is good and children cooperate well in their play, sharing ideas and working together to achieve plans. However, staff do not consistently help children to learn the skills to enable them to resolve their disputes fairly, when children occasionally snatch toys from each other.

The effectiveness of the leadership and management of the early years provision is good

The manager and her team have a secure understanding of the Early Years Foundation Stage. The highly qualified staff are dedicated to their roles. Their evaluations of activities, peer observations and supervision meetings clearly identify what works well and what has had a positive impact on the quality of teaching. Safeguarding procedures are good and are implemented well. All staff are aware of their role in protecting the children in their care and the procedures to take if they have any concerns. The staff work closely with other professionals and settings that children attend. For example, they work with teachers to help prepare children for the move to school. Parents speak very highly of the staff and the experiences their children have. They can see the progress children are making and have benefitted from the advice and guidance of staff.

Setting details

Unique reference number	EY281019
Local authority	Bradford
Inspection number	861067
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	90
Name of provider	Keighley Kiddicare Limited
Date of previous inspection	27 February 2012
Telephone number	01535 661963

Highfield Nursery was registered in 2004. The nursery is open each weekday from 8am to 6pm, for 52 weeks of the year, except for bank holidays. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above, including one who holds Early Years Professional status. The nursery provides funded early education for two-, three- and four-year-old children.

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