

Inspection of Highfield Day Nursery

3/4 Highfield Rd, Edgbaston, Birmingham B15 3ED

Inspection date: 4 August 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are happy, secure and settle well with the help of their key persons. Staff are nurturing and supportive to settle children in quickly. Children receive cuddles and big smiles during their time together. They begin to explore their surroundings independently and behave exceptionally well. Children's engagement is exceptional. Staff provide an inspiring and motivating environment for children to follow their interests. Children develop curiosity and show a real desire to learn.

Children progress rapidly in their communication. They learn new vocabulary quickly and discuss various topics with staff. Children of all ages sit and look at books for extended periods. Babies sit and name animals, feeling the textures in the book. Older children listen to social stories and discuss how they might be feeling. They learn how to express their needs and wants. Children discuss how to make flavoured tea when having a tea party.

Children have an array of opportunities to become skilful in their physical development. This includes children with special educational needs and/or disabilities (SEND). Babies develop their muscles to be able to sit, crawl, pull themselves up and begin walking. Babies bang and shake a range of musical instruments while listening to staff sing. Older children climb slides and balance on toadstools out in the garden. They learn about using tools safely as they hammer nails into foam bricks to make their 'local library'. Children paint a large picture of themselves while talking about what makes them unique.

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

- Leadership is exemplary. They provide staff with an array of training opportunities. Leaders ensure their staff are consistently communicating to reflect and improve their practice. Their key-person system is exceptional. Children settle incredibly well and grow in self-esteem. Staff have an abundance of knowledge about each individual child.
- Staff are knowledgeable about early childhood education. They embed this into their everyday practice to ensure they extend children's knowledge. Children prosper in all areas of learning. This includes children with SEND and English as an additional language (EAL). Children with EAL make rapid progress in their communication and speak fluently about a range of topics. They listen to their home language via voice recording toys and sign with staff to aid their understanding.
- Staff use a rich array of vocabulary in everyday activities and children imitate this language in their play. Children understand and follow instruction exceptionally well. They follow instruction when putting a nappy on their baby and rocking their babies to sleep. They follow step-by-step recipes which tell

them how to mix ingredients to make their own play dough. Staff promote discussion and individual opinion. Children discuss where they think the treasure is when making a treasure map.

- Children learn to be healthy and independent during mealtimes. They independently choose when to sit down and eat. This encourages them to learn about their body and when they are hungry. Children self-serve their own drinks and hot lunches. Older children tidy away their own plates and cutlery. They learn what foods are healthy while planting their own herbs and vegetables. Staff encourage children to try them once they are grown.
- Children use a range of mathematical language throughout the day. Younger children race cars saying, 'one, two, three, go!'. They paint squares and triangles on the blackboard outside and talk about the different patterns they have created. Older children discover length and size by using measuring tapes around the room.
- Children learn about their community. They engage in their own 'Commonwealth Games', making a torch and passing it around the nursery. Older children take buses and coaches to their local sea life centre, nature reserve and safari park. Children take pride in looking at their past experiences, after parents share them with the staff. Staff invite parents and children to experience their online animal exploration day.
- Parents are ecstatic with the progress their children have made. They get frequent training, communication and support from members of staff. Parents receive vital information about their children's learning and development. They report that the setting goes 'above and beyond' to get to know their children and their families. Parents feel involved in their children's education through the use of interactive applications, stay-and-play sessions and celebration days.

Safeguarding

The arrangements for safeguarding are effective.

The nursery have an open safeguarding culture. Leaders ensure all staff have necessary training. Recruitment procedures are robust. This includes background checks to help ensure staff are suitable to work with children. All staff understand their individual responsibilities in safeguarding children. Staff are alert to signs and symptoms that may indicate a child is at risk of harm. Staff are also aware of local trends and concerns. They know how to report a concern if needed. Staff provide high-quality care and are all first aid trained. This means all children are safe and secure in their environment.

Setting details

Unique reference number	405361
Local authority	Birmingham
Inspection number	10116266
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	94
Number of children on roll	121
Name of registered person	Childbase Partnership Limited
Registered person unique reference number	RP900830
Telephone number	0121 454 1170
Date of previous inspection	18 July 2013

Information about this early years setting

Highfield Day Nursery registered in 1990. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 37 members of childcare staff, 29 of whom hold appropriate early years qualifications above level 3. This includes four members of staff with a qualification in early childhood education at level 6.

Information about this inspection

Inspector

Sophie Van Harten

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and room leaders 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 spoke to children and staff at appropriate times throughout the day.
- The inspector spoke with the leaders of the setting and discussed how the setting is organised. The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education throughout the setting, indoors and outdoors, and assessed the impact that this was having on children's learning. The inspector carried out joint observations of group activities with the manager.

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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