

# Inspection of Highbury Nursery & Day Care

Dovercourt Road, Cosham, Portsmouth, Hampshire PO6 2RZ

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Inspection date: 25 September 2019

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

The setting has a uniqueness in regard to its close connection as part of Highbury School. The core values of the setting are encouraged throughout. Children are valued as individuals and have their emotional needs met well. Some have only recently started at the setting and are already demonstrating a sense of belonging. For example, children comfortably explore the learning environment and are motivated to share these moments with practitioners. Practitioners have high expectations for all children. Their encouraging attitudes nurture children and allow them to feel safe. Children behave well and show pleasure in being around others.

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

- Leaders and practitioners together have formed an ambitious learning-rich environment. The strong focus on communication and language is evident through practice and how the environment is designed. Practitioners model language well, which encourages the youngest children to develop their vocabulary and recognise familiar sounds. For example, children learn the word 'bubbles' as they excitedly explore bubble wands. Practitioners are quick to identify further learning opportunities for children, such as introducing number names as children build with blocks. They identify and put support in place for children with special educational needs and/or disabilities. This promotes the inclusive learning environment where all children have equal opportunities to progress. Practitioners have a good understanding of the areas they teach and how their children choose to learn. For example, they successfully adapt their planned activities to suit children's emerging interests. This flexible approach encourages children to make choices in their learning and progress well in their development. However, a system for exchanging children's interests and development between key people is not yet embedded. This is most impactful when children change key people.
- Children are curious learners. They show enjoyment as they figure things out for themselves, such as when they put their painted hands on a mirror. They spend a considerable amount of time repeating this to understand why the paint stays on the mirror. Children have the freedom to explore in a caring and nurturing space. This promotes children to find their own learning experiences. Children behave well and show kindness to one another.
- Children form good attachments to their key people. On occasions, children arrive at the setting hesitant to leave their parents. Practitioners manage this well with their sensitive and supportive approach, resulting in children settling quickly. Practitioners are quick to spot when children need assistance and show pleasure in encouraging their independence. For example, they provide tissues for children who need to blow their nose. Practitioners form good professional relationships with parents, which supports children's all-round learning and

development.

- The newly appointed headteacher and the manager of the setting share an ambitious vision. Together with the staff team they pull their knowledge and experience of children to create core values. Respect is shown to all in the setting and promoted well. However, on occasions practitioners do not communicate choices to the youngest children effectively when their personal hygiene needs are carried out. Leaders act with integrity through all that they do. This supports the needs of all children and their families. They have rigorous systems in place for performance management. This has proven successful in developing practitioners' knowledge and understanding, such as around effective communication.
- During conversations with parents, they feedback to practitioners that their children have settled well into the setting. They appreciate the regular feedback from practitioners and comment that this helps them keep track of their children's personal care needs and learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The headteacher and manager work closely with the staff team to develop their awareness and understanding of safeguarding. They are both confident within their roles and responsibilities in regard to child protection and children's welfare. They have previous experience in making referrals to outside agencies and working with the local authority should there be an allegation against a member of staff. They keep robust documentation of concerns and referrals on an online system. Practitioners know signs and indicators of abuse, including how to report welfare concerns. They understand the procedures to follow should they choose to escalate a concern to an outside agency in relation to children's welfare.

## **What does the setting need to do to improve?**

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

- strengthen systems for communication between practitioners so children's interests and development are known and these can inform future teaching, particularly when changing key person
- further embed the culture of support by enabling the children to have choices during their personal care.

## Setting details

<b>Unique reference number</b>	EY315368
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10108619
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 2
<b>Total number of places</b>	10
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Highbury Primary School Governing Body
<b>Registered person unique reference number</b>	RP907533
<b>Telephone number</b>	02392 215600
<b>Date of previous inspection</b>	3 June 2015

## Information about this early years setting

Highbury Nursery & Day Care registered in 2005 and is managed by the Highbury School's governing body. The nursery operates from a purpose-built building in the grounds of Highbury Primary School, in the Portsmouth area of Hampshire. The nursery opens five days a week during term time only. Nursery sessions are from 8.30am to 6pm and it offers a breakfast club from 7.30am. The nursery employs four members of staff to work with the one- to two-year-old children. Three staff are qualified to level 3 and the manager holds a qualification at level 4.

## Information about this inspection

### Inspector

Hayley Doncom

## Inspection activities

- The inspector, manager and headteacher carried out a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector carried out one joint observation with the manager and headteacher to observe the quality of teaching.
- The inspector held discussions with children, practitioners and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and planning documents.
- The inspector, manager and headteacher held a leadership meeting.

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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