

# Inspection of Highfield Nursery

155 Highfield Road, Blackpool FY4 2HG

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Inspection date: 31 March 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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	Not applicable

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

### **The provision is good**

Children are extremely happy and settled at this warm and friendly nursery. They display high levels of self-confidence and self-esteem. For example, they politely greet visitors and are eager to show them their favourite toys and things to do while at the nursery. This, in turn, has a positive impact on their attitudes to learning. All children, including babies, persist at activities for sustained periods. Babies smile and clap as they take part in actions songs and rhymes. Toddlers show determination as they try to build a tower using blocks and cardboard tubes. Pre-school children share their ideas and work together as they paint a 'big red dog'.

Children behave and are kind and respectful to each other and the staff. This is because staff have high expectations of what they can achieve. For instance, while playing in the water tray, toddlers pass each other resources and wait their turn to have a go with the water wheel. Older children share out the resources at the craft table. When children find there is not enough paper to go around, they quickly get some from the paper tray and hand it to their friends.

Staff provide a balanced and sequenced curriculum. As a result, all children, including those who are funded and those who have special educational needs and/or disabilities (SEND) develop the skills needed for later learning and school. Children are fiercely independent because staff encourage their self-help skills from a very early age. For example, all children, including babies, serve themselves at mealtimes and make choices about what they eat and drink. Parents are highly appreciative of the staff. They comment that staff 'go above and beyond' for them and their children.

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

- In the main, the intended curriculum is implemented well by the staff. All children, including those with SEND, make better than expected progress in their physical, personal and emotional development. However, the curriculum for communication and language is not yet as strongly embedded. Staff, at times, miss opportunities to extend children's language and vocabulary. For example, they often just repeat back to children what they have said, rather than add new words and phrases that help children build their vocabulary and thinking even further.
- In the main, the staff's interactions with children are positive and support the next steps in their learning. Staff's constant narrations, praise and encouragement help to focus and maintain children's attention. However, some staff are not highly skilled at adapting their teaching to ensure that quieter or less-confident children have an equal opportunity to be as involved as some of

their more confident peers.

- Children develop well in mathematics. This is because the staff weave mathematical concepts through everyday play and routines. Staff sing number songs and rhymes with babies. Toddlers are encouraged to count out how many squeezes of a sponge it will take to fill a jug with water. Pre-school children are challenged by the staff to paint shapes on the wall outdoors.
- Staff develop strong bonds with children and their parents from the outset, and these continue throughout the placement. Each child has key person who diligently supports their care, learning and emotional well-being. Staff share lots of information with parents about their child's learning and development. In addition, parents attend parents' evenings. These also support children's learning at home.
- Staff benefit from regular coaching and supervision with the manager and senior leaders. They have access to a wide range of online learning courses and take part in regular peer-on-peer observations of their teaching practice. These go some way to help them further improve their interactions with children. The manager is aware that staff need more targeted support to implement the intended curriculum for communication and language to the highest levels. As a result, she has devised action plans to address this.
- Staff say they feel supported and enjoy working at the setting. The 'well-being champion' passionately works with the whole staff team. She provides emotional support and ensures staff are happy and fulfilled in their individual roles. This, in turn, supports staff to have a good work-life balance.
- Children love to play outdoors and have opportunities to access the garden areas daily. Older children develop their large-muscle skills as they balance on beams and jump from the climbing apparatus. Toddlers use chalks to draw around their own and staff's feet. Babies experiment with sand and water. They practise their hand-eye coordination as they fill and tip water from different-sized cups.
- Staff are excellent role models for children. They consistently remind children of the setting's behaviour rules and expectations. For example, they explain to children how it is best to use their indoor voices and not to shout over their friends. Children who struggle to regulate their behaviour are supported by the staff. For example, they take time out with staff to read a book and talk about how they are feeling and discuss ways how staff can help them to feel better.

## Safeguarding

The arrangements for safeguarding are effective.

Staff take all necessary steps to ensure children's health and safety needs are met. They implement the setting's risk assessment and health and hygiene procedures robustly. All staff, including those who are new and those who are less experienced, have a secure understanding of how to act should they have a concern about a child's welfare or the conduct of a colleague they work with. The setting's premises are secure. There are robust procedures in place for the safe recruitment of staff. There are effective procedures in place for the safe and

efficient deployment of staff.

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

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

- support staff to implement the intended curriculum for communication and language at a consistently high level to better support children's speaking skills and further their vocabulary and understanding
- ensure all children are afforded equal time to participate in activities and extend their confidence and critical-thinking skills even further.

## Setting details

<b>Unique reference number</b>	2634430
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10281596
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	MiChild Blackpool Limited
<b>Registered person unique reference number</b>	2634435
<b>Telephone number</b>	01253401774
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Highfield Nursery registered in 2021 and is situated in Blackpool. The nursery operates Monday to Friday, all year round. The nursery employs 12 members of childcare staff. Of these, 10 staff hold an early years qualification at level 3. Two staff are unqualified. The nursery provides early years funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Birch

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager carried out a joint observation of a group activity with the inspector.
- Children told the inspector about their friends and what they like to do while at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors and assessed the impact this was having on children's learning.
- The provider, manager and area manager joined the inspector in a meeting to discuss the leadership and management of the nursery.
- The inspector spoke to parents and took account of their views.

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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