

Inspection of High Flyers Early Support Nursery

Highflyers Childrens Centre, Tedder Avenue, Thornaby, STOCKTON-ON-TEES,
Cleveland TS17 9JP

Inspection date:

22 September 2025

Overall effectiveness

Outstanding

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

Staff greet each child warmly, using familiar routines and a gentle tone to create a calm and predictable environment. This helps children to feel extremely confident and secure from the outset. Throughout the day, staff remain highly attentive and responsive. They notice even the most subtle changes in behaviour and respond quickly, offering comfort or quiet space when needed. Children know their feelings matter and that they will always be listened to.

Partnerships with parents are exceptionally strong. Staff invest time in building deep, trusting relationships with them. They understand that families are often on different journeys and tailor their support accordingly. For example, some children begin their day with a parent in the family room, giving them time to settle gradually. These strong, personalised connections form a secure foundation for children to excel emotionally, socially and in their learning.

Teaching and learning are exceptional. The curriculum is highly ambitious and designed to ensure that every child, regardless of need or starting point, makes the best possible progress. Staff skilfully break learning into small, achievable steps and support children to make secure progress. Clear learning goals take full account of children's individual and often complex needs, ensuring they are all supported to achieve in ways that are both developmentally appropriate and aspirational. Activities are purposeful and well matched to children's interests and learning styles. Staff notice what motivates each child and use this to sustain their engagement, encouraging curiosity and persistence, even when tasks are challenging. Children develop remarkable resilience, independence and a love of learning that prepares them exceptionally well for the future.

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

- This fun-filled nursery is built on the highest aspirations for every child. Staff's application of their expert knowledge and their relentless focus on meeting individual needs precisely help all children to thrive. Staff offer consistent support, reassurance and praise. They recognise and celebrate every small step in learning. Children make exceptional progress.
- The curriculum offers rich opportunities across all areas of learning. Staff hold the highest expectations for every child, regardless of their special educational needs and/or disabilities (SEND). Children achieve skills far beyond what might otherwise be expected. For instance, those who previously struggled to engage in play now join in eagerly. They develop counting skills through stacking bricks and build early literacy skills while they listen attentively to carefully chosen stories.
- Routines and activities are carefully paced and adapted to ensure that all

children can participate. For example, staff plan focused activities at times when some children need to remain still while undergoing healthcare procedures. Staff know every child extremely well. They are very aware of children's preferred ways of communicating and skilfully use a wide range of strategies to ensure that all children benefit from the ambitious curriculum and can make choices about their learning.

- Staff demonstrate an excellent understanding of how strategies such as movement breaks and tactile experiences support children's engagement. They use techniques such as gently bouncing children, exploring bubbles and feathers and activities that give gentle pressure or movement that help children to feel balanced and alert. These approaches overcome barriers to learning and maximise children's opportunities to achieve. Children are eager to participate and love to learn.
- Expectations for behaviour are high, clear and consistently applied. Staff help children to understand boundaries and feel secure in what is expected. They skilfully support children to recognise and manage their feelings. Over time, children develop remarkable resilience and learn to regulate their behaviour. Given some children's starting points, this represents exceptional progress.
- Children take increasing responsibility for their personal care. Staff have 'no ceiling' on what they expect children to achieve and encourage independence at every opportunity. Children manage their belongings and prepare their own snack. They gain confidence, show pride and develop a strong sense of themselves as capable learners. For many, achieving these milestones so quickly reflects remarkable achievements.
- Social development is a key part of the curriculum. Staff expertly support children who find interacting challenging. With gentle guidance and encouragement, these children make rapid progress. They gain confidence and enjoy playing and working with friends. For example, children who usually play alone show friends the coloured bottles they are exploring. This helps them to build strong relationships and prepares them exceptionally well for future learning.
- Many children attend more than one setting. Leaders have established strong partnerships to support continuity in care and learning. They share their expertise with other childcare settings that children attend, helping to strengthen children's outcomes both within the nursery and elsewhere. External expertise is used highly effectively. This develops staff's skills and confidence in providing precisely planned support that helps children to flourish.
- Families are valued as key partners in their child's education, and their insights are used to shape provision. Parents report feeling welcomed, listened to and reassured.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY313452
Local authority	Stockton-on-Tees
Inspection number	10407689
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	3 to 4
Total number of places	30
Number of children on roll	13
Name of registered person	Stockton on Tees Borough Council
Registered person unique reference number	RP526929
Telephone number	01642 527 815
Date of previous inspection	15 January 2020

Information about this early years setting

High Flyers Early Support Nursery registered in 1991 and provides care for children with SEND. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including the manager, who has early years professional status. The nursery opens Monday to Friday from 9am until 3pm, during term time only. It offers government funded childcare and receives additional funding for disadvantaged children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- A senior member of staff and the inspector observed and evaluated a group activity.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The manager and inspector met to discuss leadership of the nursery. The manager shared relevant documents to support this discussion.
- The inspector took account of parents' 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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