



Hill Top Daycare Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY308928
Inspection date	13 June 2006
Inspector	Gulnaz Hassan
Setting Address	6 Ottaway Street, London, E5 8PX
Telephone number	07930380443
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Registered person	Hill Top Daycare Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Hill Top Day Care Nursery opened in 2005. The nursery is owned by a private individual. It operates from open plan rooms that are subdivided into two areas in a purpose-built building. It is situated in Clapham in the London Borough of Hackney. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00, for 48 weeks of the year. All children share access to secure enclosed outdoor play areas.

There are currently 31 children, aged from seven months to under five years, on roll. Eight children receive funding for early education. The nursery currently supports a number of children with learning difficulties, and also supports a number of children who speak English as an additional language. The nursery serves the local community.

The nursery employs eight members of staff. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are very well cared for in a clean and tidy environment, where they benefit from good hygiene and cleaning practices. Reminders and explanations help children understand that washing hands before eating and after going to the toilet reduces the risk of passing on germs and becoming ill. Children's welfare in the event of sickness, infectious illnesses and accidents is ensured, as the setting has developed and discussed good policies and procedures to follow with parents.

Children enjoy a range of healthy and balanced snacks, such as, breadsticks and fruit for morning and afternoon. Meals are generally healthy and well balanced, with only occasional convenience foods, such as, fish fingers, served one day a week. Children's food is prepared and cooked on site using mainly fresh foods. Children with special dietary needs have menus that are individually planned for them in consultation with parents, to safeguard their health and well being. Children can generally help themselves to water throughout the day from a water station, although due to an oversight, on the day of inspection, this was not available.

Children have good opportunities to develop their physical skills, as they have access to a safe outdoor area where staff set up a range of apparatus. The provision for physical and outdoor play is well planned for within the Foundation Stage and the curriculum for the under threes for the setting. Children develop their skills using wheeled toys, throwing and catching balls and bean bags, climbing apparatus and other outdoor equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment, where staff conduct rigorous risk assessments. Staff have developed effective fire and emergency evacuations, which are practised on a frequent basis with children. Staff implement good security systems, to ensure the safe arrival and departure of children.

The premises are very well maintained. Children's project work is displayed so that the environment is inviting and welcoming to children. Children have easy access to a very good range of toys and resources.

Children's welfare is safeguarded, because all staff have a very good knowledge and understanding of child protection issues. Staff are very secure of the procedures to take in the event of concerns, or should an allegation be made against them.

Helping children achieve well and enjoy what they do

The provision is good.

Children are welcomed into the setting at each session and they confidently separate from their parents and carers. New children are given sufficient time and attention to settle into the setting. Babies and toddlers quickly become absorbed in their play activities, and staff ensure that even the youngest children experience activities such as exploring corn flour paste and looking at insects. Play and learning for babies and young children is well planned, interesting and stimulating. Staff are confident practitioners of Birth to three matters, and they incorporate this practice into their planning for the curriculum and for observations for the under threes.

Nursery Education

The quality of teaching and learning is good. Staff have good knowledge and understanding of the foundation stage curriculum. Planning for the curriculum is very good and is based on what children know and their individual requirements and interests. Observation and assessment of children is thorough, enabling children's progress and development to be tracked with good plans, made to develop the next steps in children's learning.

Children are motivated to learn and are curious, they make good progress in all areas such as maths, where they count confidently and recognise that figures represent numbers. Some aspects of children's development in communication, language and literacy is very good, for instance, they are developing good vocabulary and effective language skills, they talk about 'special machines' that 'squeeze' out their apple and orange juice. Other aspects of communication, language and literacy are not being developed to their full extent. For instance, the books in the home corner are mainly suitable for young children and are limited in range and variety. Children are learning about the life cycle of mini beasts such as ants, ladybirds and caterpillars, and they have produced their own interpretation of caterpillars using paint and other media that they have selected. Children learn about the use of technology, as they play with appropriate resources and other programmable equipment, such as key boards, calculators and radios.

Children are developing very well in all aspects of their personal, emotional and social development. They concentrate well during story time and are eager to share their news and listen to each other during group time. Children behave very well; they enjoy sharing equipment and work well alongside each other. Staff take positive action to teach children right from wrong, they praise helpful behaviour and encourage children to respect and listen to each other during circle time.

Helping children make a positive contribution

The provision is good.

The setting supports a number of children who speak English as an additional language very well. Some of the staff are able to speak other languages and this helps communication with parents and children alike. Staff have taken steps to learn particular words in children's respective languages, to enable children to feel comfortable and to help with settling in. Children learn about different celebrations and religious beliefs through a range of activities and discussions. A small range of resources and play materials are available that promote positive images of ability and diversity. Children's spiritual, moral, social and cultural development is fostered.

Staff work well with children who have special needs. They work closely with children, often on a one to one basis, to ensure that children are fully integrated and that their varying needs are met within the setting. Staff have a good understanding of the code of practice on the identification and assessment of special educational needs, and the role of the special needs co-ordinator has been fully implemented into the provision.

Children behave very well, they enjoy sharing and taking turns. Positive interaction and consistent management from staff ensure that children are learning right from wrong. They are learning to care for each other and for the resources in their setting.

Partnership with parents and carers is good. Children benefit from the close relationships staff have with parents. Staff and parents share positive verbal information every day about the children's care, development and progress. A notice board and a monthly newsletter keep parents informed of events and information. Very good information is given to parents about the foundation stage curriculum, such as the themes and activities of the week and how these relate to the Foundation Stage and the areas of learning. There are formal arrangements to share information about children's progress and development on a frequent basis, and staff work in partnership with parents to plan for children's individual care and learning needs.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom they provide. Children are happy and settle quickly into the environment. They are secure with the familiar routine and have trusting relationships with the adults and key workers, who are dedicated and caring. All staff have obtained recognised child care qualifications and there is a comprehensive training system in operation, including in house training. As a result, staff have the skills needed to promote children's safety, welfare, learning and development at a very good standard.

All of the documentation required to contribute to children's health, safety and well being is in place, and the operational plan includes fully detailed policies and procedures, which are available to all parents in the form of an induction pack.

The leadership and management is good. There are regular staff meetings to evaluate procedures and the curriculum, staff work well together to draw up action

plans, following evaluations of the setting and their practice. The manager has correctly identified gaps in the provision, such as, the provision of resources reflecting diversity within her own evaluation. The manager has rigorous systems in place to ensure that staff are regularly supervised, this means that she is aware of strengths and weaknesses within the staff team.

Improvements since the last inspection

Not Applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop resources and equipment to reflect positive images of diversity

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the range and variety of books available

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and*

concerns about inspectors' judgements which is available from Ofsted's website:
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