



Hill Top Tots Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	206261
Inspection date	21 November 2006
Inspector	Karen Ann Byfleet
Setting Address	51 Highfield Road, Dronfield, Derbyshire, S18 1UW
Telephone number	01246 290063
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Registered person	Hill Top Tots 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 Tots Day Nursery was registered in 1995 and is situated in Dronfield, on the outskirts of Sheffield and Chesterfield. There are currently 83 children from three months to eight years on roll. Of these 17 are in receipt of funded education and children attend for a variety of sessions. The provision is open Monday to Friday all year round from 08:00 until 18:00 and supports children with physical and learning disabilities. There is an enclosed outdoor play area and staff take children on visits into the local community to shops, parks and other places of interest.

Nine full time staff and three part time staff work with the children. Ten of the staff have a relevant early years qualification and two staff are working towards one. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well maintained. They are encouraged to be independent, washing their hands after using the toilet and before snacks and meals. Older children are developing a good understanding of personal hygiene. For example, in group time they talk about having germs on their hands after playing and using the toilet and why they need to wash their hands. In the baby and toddler areas, effective hygiene procedures are followed by the staff when changing nappies. They wear protective clothing, ensure the changing mat is cleaned after each use and dispose of dirty nappies appropriately. However, good hygiene is compromised as staff do not consistently follow hygiene procedures with regard to washing their hands after wiping children's noses. All relevant documentation is in place with regard to the children's health and welfare. Staff hold relevant first aid certificates and ensure accident and medication records are well maintained and kept confidential. Written parental permission for staff to administer any medication is consistently obtained to ensure consistent care and all medication is appropriately labelled and stored in the fridge or high cupboard within the kitchen area.

A four weekly rolling menu of healthy and nutritious meals are provided. Staff who cook the meals hold relevant food hygiene certificates and ensure food is prepared and cooked in a clean, well-maintained kitchen. Children are provided with fresh fruit and vegetables and a list of any children with allergies is well displayed in the kitchen, ensuring children's individual dietary needs are met. Staff obtain all information about children's food preferences and dietary needs from parents when they start attending the setting. Babies' foods are provided by the setting once they are weaned onto solids, although parents can still provide their own if they wish. These are stored and re-heated appropriately. Babies are fed according to their needs and not as part of the daily routine. For example, a baby requires his lunch at 11:30, although the rest of the children have their lunch between 12:00 and 12:30, ensuring their individual needs are met. Children are also provided with a good variety of healthy, nutritious snacks, such as fresh fruit, toast and cheese and crackers. Regular drinks of fresh water are offered with all snacks and meals and throughout the day at children's requests. Children in the pre-school room are able to help themselves to drinks of fresh water.

Children participate in a good range of physical activities both indoors and outdoors. Toddlers enjoy the large soft play shapes which they build up, climb onto and jump off. They also enjoy the play tunnel for climbing, balancing and crawling through and thoroughly enjoy dancing to music. Older children are asked by staff what they would like to do outdoors and they choose ring games. There is a good supply of outdoor equipment for children to develop their physical skills, such as wheeled vehicles and ball games for manoeuvring and co-ordination. Indoors they enjoy moving to music in a variety of ways and are beginning to show an understanding of the effects exercise has on their bodies as they talk about being out of breath after doing the 'Hokey Cokey'. Babies enjoy fresh air as staff take them for walks into the local community and also the outdoor play area in the summer time. Large sun shades are erected in order to provide protection for the children from the sun.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The provision takes positive steps to promote safety both indoors and when taking the children on outings. The premises are secure and children are unable to leave unsupervised. An intercom system on the main door allows staff to clarify who is at the door before allowing anyone in and close circuit television is used on all the exits. A record of visitors is also maintained. Safety gates fitted to doorways between the different areas and at the top of the stairs help to further safeguard children. The premises are very bright, warm and welcoming to children and their parents. Toys, resources and equipment are clean and well maintained and regular risk assessments of these are carried out to ensure they remain suitable for their purpose. A designated health and safety person is responsible for ensuring the risk assessments are undertaken, that they are recorded and that any hazards are identified and addressed in order to minimise accidents to children and adults. Space is used effectively, children are well supervised and staff are well deployed to ensure ratios are maintained. Emergency evacuation drills are regularly recorded and practised with the children, helping to develop their understanding of safety. Staff occasionally take children for walks within the local area. They ensure written parental permission is in place to take children on visits and that appropriate restraints are used in pushchairs. Staff working with the older children talk to them about road safety prior to them going out.

Management and staff have a very good understanding of child protection. They have attended training in this area and have a good understanding of the procedures to follow if they have any concerns about children's welfare. The manager is the designated child protection liaison officer for the setting and is fully aware of the Local Safeguarding Children's Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled within the environment. They seek out their friends and form strong relationships with their peers and the adults caring for them. Staff working with the babies and toddlers have attended training in the 'Birth to Three matters' framework and have started to incorporate this into their planning. Babies are provided with a good range of toys which staff exchange regularly in order to maintain their interest and keep them stimulated. For example, exploratory toys such as posting boxes, stacking blocks and 'treasure baskets'. Staff constantly talk to babies and toddlers, encouraging their language development and social skills. A key worker system is in place and development records of children's progress are regularly maintained. Observations made by the staff of the children's development and progress are used to inform planning to ensure their next steps for learning can be addressed. However, although toddlers are able to freely choose from a good variety of suitable, age-appropriate toys and resources, some activities planned by the staff are too directive and structured. Children are not always given time to complete their self-chosen tasks. For example, toddlers are taken away from the activity, building the soft play shapes, by staff who ask them to 'come and do your work' or 'come and do a painting'. Staff also ask toddlers to complete work sheets. For example, tracing over lines and matching objects. The setting has however,

identified this weakness in their self-evaluation and are currently working on ways to improve their practice to enable the younger children to learn more through play.

Nursery Education

The quality of teaching and learning of funded education is good. Children are making good progress towards the early learning goals as they engage in a wide range of worthwhile activities which are well planned by the staff. Observations made by the staff of children's learning enables them to plan activities which engage children in suitable challenges and help them progress through the stepping stones. However, this is not consistent through large group activities. Children are able to make independent choices through self-selection of toys and games. Staff constantly talk to the children and engage in their play, asking appropriate questions in order to extend their understanding and develop their language skills. For example, in the role play area staff talk to the children about the buildings they have made for their imaginary town, what they are called and where they are situated, such as the hospital, bank, school and church. Children enjoy the comfortable book area where they are able to self-select from a good range of story, picture and reference books. They enjoy looking at the books alone and in groups at story times. Children recognise their own name as they find their name card on entry at self-registration. Some children are able to write their own names independently, whilst staff encourage others to trace over their name as part of an activity. A mark-making easel is available at each session for children to access and staff provide a range of writing tools such as crayons, pencils and chalks. However, children currently have no access to other mark-making equipment but this area has been identified on the setting's self-evaluation. Staff are currently putting together a range of equipment which they intend to place in a specified area of the room, enabling children to freely access more writing and mark-making resources. Through role play situations, such as doctors, hairdressers and shops, children practise writing for a purpose as they fill out appointment books and write out shopping lists. During circle time children listen well to instructions from staff, such as who needs to go and wash their hands and what activities have been placed out. They also show interest and listen to what others have to say. Staff are very directive in some activities, such as asking children to practice writing their names or completing 'work sheets'. Children are taken away from their freely chosen play to complete these structured activities.

Children's mathematical development is progressing well. they are able to recognise written numerals and count confidently to beyond 20. Through the planning, staff identify practical activities for extending children's understanding of mathematical concepts such as counting out objects. Staff encourage children to freely choose mathematical toys and games for the number table and children enjoy sequencing, matching and shape recognition games such as dominoes and shape abacus. Children enjoy baking activities where they are able to smell and touch ingredients such as coconut and taste the end results, coconut macaroons. During this activity staff ask appropriate questions, such as 'who knows where coconut comes from?' and children answer with enthusiasm, 'from the shop'. Staff agree that they buy it from the shop but explain to the children where and how coconuts grow. There are missed opportunities within this activity to extend children's learning. For example, staff group the children in one large group, not all the children are able to see what is happening and although cups are used for measuring the ingredients, older, more able children would benefit from using weighing scales. Children show interest in information technology as they use the computer with

confidence. They are beginning to develop knowledge of the wider world as they explore nature through planting their own bulbs, talking about sea creatures and participating in activities which explore different cultures. For example, tasting Chinese foods and puzzles which show images of people from around the world.

Through writing and painting activities and how they use cutlery at lunch time, children are using small tools with control and confidence. The planning and presentation of a variety of creative activities enables children to explore colour, shape and form. An ice cube activity is used to show differences in hot and cold. Children see the ice cubes and staff talk to them about how heat from their hands and the warm air is causing them to melt. Children enjoy participating in music and movement activities both indoors and outdoors. They move with control and in a variety of ways and are beginning to develop a good understanding of the effects exercise has on their bodies. They show each other how they can move in different ways. For example, one child shows another how he can jump sideways on all fours. Children's imaginative development is enhanced through various role play situations, acting out familiar scenes and making up their own stories, such as when they build their own town.

Helping children make a positive contribution

The provision is good.

Staff treat all children within the setting with equal concern. The children have access to a good range of age-appropriate toys and resources which they are able to self-select, developing their independence and promoting free choice. Through role play situations, small world toys and visits into the local area, children are learning about their own community. Their knowledge and understanding of the wider world is developing well. They engage in topics which promote various worldwide celebrations and have access to resources, such as books and puzzles, which promote positive images of diversity. Throughout the setting staff have displayed welcome messages in a number of languages. Children are generally well behaved. They share and take turns and their understanding of others and their feelings is well promoted as staff talk to the children about their actions which may cause upset to others, using reasoning and explanation. The setting supports children with physical and learning disabilities. Staff undertake training and work closely with parents and other outside agencies such as health visitors to ensure appropriate and consistent care is provided for the children.

Partnership with parents and carers is good. Parents are given settling-in periods to ensure they are happy with the provision and these are individual for each parent. Daily diaries are completed by staff in the baby and toddler areas and provide information for parents on sleep times, food intakes, nappy changes and activities the babies and toddlers have enjoyed participating in. Verbal exchange of information is conducted with the older children's parents at the end of each session. Staff complete development records in all areas and these are available for parents to access at their request. A monthly information sheet is sent home to parents of children in the pre-school room. This provides them with information on forthcoming topics and gives them ideas and suggestions for activities they can do at home with the children to expand on their learning. For example, songs to sing and items to collect such as photographs of family members as babies which can be shared in the whole group. A detailed information booklet is provided for all new parents which highlights policy statements, staffing and a brief

introduction to the Foundation Stage and the 'Birth to three matters' framework. A complaints procedure is included with the address and telephone number of the regulator. Also included in the booklet are positive testimonials from previous parents about the provision.

Children's spiritual, moral, social and cultural development is fostered. Staff respect individuals and treat all children with equal concern. The children are well behaved and respond positively to the consistent expectations of the staff. They are confident, happy and settled within the provision, having a sense of belonging. Children show respect for others as they listen with interest to what others have to say and in group situations they share and take turns. Through visits into the local community and topics planned around world celebrations, children are developing an awareness of different cultures and beliefs.

Organisation

The organisation is good.

Space is used well within the setting. Children are happy and relaxed and the designated rooms provide babies, toddlers and pre-school children with sufficient space to move around in comfort and safety. Staff are well deployed and supervise all the children well. There is a sound recruitment policy in place which ensures all staff who are employed are vetted for their suitability in working with babies and young children. Staff are not left alone with children until all checks have been cleared. Most staff are qualified to level 3 and others are working towards this. Annual appraisals are held for each staff member which enables them and management to highlight their skills and to discuss any further training they may benefit from. This ensures their knowledge and understanding of childcare practice is kept up to date. Staff have a good awareness and understanding of the setting's policies and follow procedures to ensure consistency of care for all children. All relevant documentation is well maintained and is readily available for inspection.

The leadership and management of nursery education is good. Management are pro-active in acknowledging areas for improvement to nursery education and are working closely with staff to ensure they continue to develop this area. Regular staff meetings allow management and staff to discuss their ideas and suggestions to ensure consistency of care and practice is maintained. The manager operates an 'open door' policy, which allows parents time to discuss any concerns they may have at a time convenient to them. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection two recommendations were raised. Opportunities for children to engage in activities which enhance and develop their imagination have improved. They regularly enjoy and participate in a good range of role play situations and activities with small world toys such as figures and vehicles. Through tasks such as building a town from boxes, they are able to use their imagination well. Children are now developing a good understanding of the wider world and diverse society. They enjoy topics relating to world celebrations and through the wider provision of more books and puzzles they have regular access to resources which reflect positive images of diversity.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- provide resources, activities, play opportunities and first-hand experiences which allow children to build on their natural curiosity
- ensure all staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection.

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):

- further extend group activities in order to offer more appropriate challenge to older, more able children
- continue to develop the mark-making area to enable children free choice of a full range of writing materials

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk