



# Hamilton Hill Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY296529
<b>Inspection date</b>	17 October 2005
<b>Inspector</b>	Judith Chinnery

<b>Setting Address</b>	Hill Top Road, Hamilton, Leicester, LE5 1TT
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<b>Registered person</b>	Hamilton Hill Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### WHAT SORT OF SETTING IS IT?

Hamilton Hill Nursery School is one of two privately owned nurseries and opened in November 2004. The nursery is a purpose-built building with separate group rooms for different ages of children. As well as providing full day care the setting also provides an out of school club and holiday care. Each room opens out on to a secure

outdoor area.

There are currently 65 children on roll aged between birth and eight years. There are no funded children on roll. The nursery supports children who have special educational needs and who speak English as an additional language.

The nursery is open for five days a week all year round. Sessions are from 07:30 until 18:30. Children can attend a variety of sessions.

There are 13 staff working with the children, two of whom work part-time. There are seven members of staff who are qualified in early years and two members of staff on training programmes.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health and well-being is promoted well in the nursery. Their individual dietary needs are met effectively. Meals are planned to offer a well-balanced range of food which includes fresh fruit and vegetables daily. There is a constant supply of water or juice throughout the day so that children are unlikely to be thirsty.

An inviting outdoor area enables children to participate in a variety of physical activities and exercise including climbing and balancing to develop their physical skills. A programme of dance also encourages children to move in a variety of ways. While physical activity is planned for, older children are less challenged to make sufficient progress in this area and are less aware of why physical activity is important in maintaining good health.

Hygiene practices are well-established and appropriate. Good nappy changing routines ensure young babies are protected from cross infection, while older children are familiar with the need to wash their hands regularly. Good procedures for managing accidents, giving medication and caring for children who may become ill are effective in ensuring that children are well cared for and that their individual needs are met.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The safety of the children is a priority in this nursery. The well designed building and safety precautions such as socket covers and safety gates prevent accidents to the children. Outings are well planned and include suitable arrangements such as taking a mobile phone and register ensuring that children stay safe while away from the nursery.

Children use a wide range of safe, good quality and developmentally appropriate

resources. They can access some resources themselves, easily and safely from the drawer units based in each room. Tables and chairs at different heights ensure that children of all ages can sit, eat and play safely. Security is good with closed circuit television and locked external exits ensuring that unwanted visitors do not gain access to the nursery or present a risk to the children. However, staff are less proactive in giving children explanations about safety so that older children are less able to take responsibility for keeping themselves safe.

Most children are protected in the nursery. Staff are aware of child protection procedures and managers are clear what they should do in the event of allegations being made against staff and the steps they should take to protect children from abuse.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

The care, learning and play experiences for children in this nursery are sound. Children of all ages are content and settled and enjoy close relationships with their carers. Regular discussions with parents ensure that young children benefit from and experience familiar home routines for eating and sleeping helping them to feel safe and secure.

The nursery has just started to use the 'Birth to three matters' framework in its work with young children. Assessment and planning systems are in their early stages and do not yet link together. This means that while young children experience a good variety and balance of activities these are not always planned for according to their interests and what they need to do next. Babies enjoy experimenting with paint and the sounds of musical instruments. They are beginning to explore their environment with their senses such as tasting and feeling the flour when making play-dough. Older children really enjoy using the different items in the home corner to add to their imaginative play. They use construction to build with purpose and enjoy listening to stories and poems.

The older children in the out of school club continue to develop their imaginative play using the items in the home corner sometimes with real food. Board and floor games such as Twister encourage them to participate and take turns. The children also enjoy using a variety of collage materials to cut and stick to create their own art work.

The quality of teaching and learning for three and four-year-olds is satisfactory. There are currently no three and four-year-olds on roll. However, previous planning and resources indicate that children in receipt of funding have access to worthwhile and stimulating activities which help them to learn across most areas of the Foundation Stage. Although new staff are growing in their knowledge and understanding of the Foundation Stage through take up of training, their ability to ensure that children are sufficiently challenged to make progress through the stepping stones is inhibited. They are beginning to review and establish more robust systems for assessing children's progress based on observations of what they can do. They will use this information in activity plans so that activities are built on what children are interested in and need to do next.

## **Helping children make a positive contribution**

The provision is satisfactory.

The individual needs of most children are met by staff using information from parents regarding diet and sleep routines. Staff have a general understanding of equal opportunities and use this to introduce and interest children in other cultures and beliefs. Visits to the local church and mosque as well as the celebration of festivals throughout the year help to foster this interest. Staff support children with special needs effectively and work closely with parents and other professionals such as a pre-school teacher to ensure that they are included in the life of the nursery and can access all areas of the provision.

Most children behave appropriately in the nursery because staff use suitable methods to explain and deal with unacceptable behaviour. Young children are supported in sharing and taking turns, while older children are aware of boundaries and expectations. However, recent and significant changes to staffing make it difficult for the nursery to establish and maintain consistent practices which promote acceptable behaviour amongst the children. Children's social, moral, spiritual and cultural development is fostered.

Sound relationships between staff and parents means that information about children's individual care needs is shared and used effectively to support children. Partnership with parents and carers for nursery education is satisfactory. Available information keeps parents informed of the educational provision. Staff are developing systems to ensure that parents are kept fully informed about their child's progress towards the early learning goals so that they can become involved in their child's learning. Suggested activity ideas enable parents to support their children in maintaining good progress across all areas of the Foundation Stage.

## **Organisation**

The organisation is satisfactory.

The nursery is clear in its aim to offer the best for the children in their care. A new, but experienced, manager is beginning to establish and model good practice across the nursery. A number of staff have recently been appointed and managers are continuing to recruit experienced and qualified staff to ensure that children are well cared for and protected. The needs of the children for whom the nursery provides are met.

While staffing ratios are maintained and children's care, learning and play is generally supported, significant staff changes have made it difficult for this to be sustained and consistent, affecting children's ability to enjoy and achieve and make a positive contribution to the full.

Policies and procedures which support practice are in place but these are being reviewed so that all new staff are fully aware of their contents. This will ensure that children's good health, safety, enjoyment and ability to make a positive contribution is promoted well.

Leadership and management for nursery education is satisfactory. The manager has a sound knowledge of the Foundation Stage and supports the staff well in their development and training. However, individual staff appraisal and evaluation systems are not yet in place. This makes it difficult to identify strengths and weaknesses and develop a clear focus for future developments which will ensure that children continue to make good progress across the Foundation Stage.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registering Ofsted has received two complaints. On 07/10/2005 a parent expressed concerns to Ofsted regarding the way in which she and her child were treated on his first day: that she was not kept informed of how he was settling and that he had not eaten or been cared for properly. An Ofsted inspector investigated these concerns during the inspection under National Standard 12 (partnership with parents), 3(care, learning and play), 11(behaviour), 8(food) and 2(staffing and organisation). There was found to be no breach of the National Standards and no further action was taken.

The second complaint was made by a parent on 14/10/2005 expressing concerns about the way their child was handled and about the way the nursery dealt with concerns regarding some injuries to the child. The complaint was investigated by an Ofsted inspector during the inspection under National Standard 3(care, learning and play) and 13(child protection). There was found to be no breach of the National Standards and no further action was taken.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- establish robust recruitment procedures that ensure suitable staff are appointed which will provide stable and consistent care for the children
- improve outcomes for children under three by embedding the 'Birth to three matters' framework into practice.

### **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):

- ensure that staff have a sound knowledge of the Foundation Stage so that children are sufficiently challenged in all areas to make progress towards the early learning goals
- establish systems for evaluating and monitoring the educational provision for children so that there is a clear focus for future developments in ensuring that children continue to make good progress.

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: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)