



Hillside House Day Nursery

Inspection report for early years provision

Unique Reference Number	EY291315
Inspection date	18 July 2005
Inspector	Stephanie Joy Bennett
Setting Address	Lower Common Lane, Scissett, Huddersfield, West Yorkshire, HD8 9HL
Telephone number	01484 864926
E-mail	
Registered person	Jayne Elizabeth Ross
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?

Hillside House Day Nursery opened in 1996 and was registered with the current providers in June 2004. It operates from a converted Victorian school building in the village of Scissett, near Huddersfield. The group has a baby room, toddler room, two to three years room and a three to five years room. There is a separate activity play room, staff room, kitchen, office and two outdoor play areas. The group serves the needs of the local area.

A maximum of 64 children aged from birth to five years may attend at any one time. There are currently 78 children on roll, of these, 26 receive funding for nursery education. Children attend for a variety of sessions. The nursery is open each weekday from 08:00 to 18:00 for 52 weeks of the year.

Nineteen full and part-time staff work with the children. Nine hold relevant childcare qualifications and four are currently working towards a level two or three childcare qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well planned daily routines. They understand that hand washing "cleans germs away" and keep their hands clean. Practitioners are consistent at wearing protective clothing such as gloves and aprons for nappy changing so that risk of infection to children is effectively minimised.

Children benefit from a healthy diet and the practitioners high regard to meeting their individual dietary needs. They are encouraged to make healthy choices through well planned activities on growth and "all about me". Children are offered well balanced meals and activities are planned which encourage them to taste different fruit. Practitioners ensure that younger children have regular drinks during the day. Older children can freely access a water cooler, which develops their independence and helps them to understand when they need a drink.

Children develop good physical skills both indoors and out. Younger children can use equipment and furniture indoors to help them to crawl through tunnels, climb and begin to balance. Practitioners are always on hand to give babies individual support, for example when they are learning to walk. Older children enjoy daily access to the outdoor play area where they can run, jump, climb and balance using a variety of equipment. They have a good understanding of the importance of exercise. For example, they know that exercise gives you more energy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept very safe and secure in this environment. Rigorous risk assessments are carried out for each area both indoors and out to ensure all potential hazards to children are minimised. Excellent security systems such as CCTV and intercom systems keep children secure, and monitor visitors effectively.

Children use a good range of safe, quality resources. Most are well organised at child height to encourage safe, independent access. Children are safe when using furniture and equipment, for example, the babies wear secure reins when sitting in highchairs. They are developing a good awareness of keeping themselves safe

through planned activities, for example when they go on outings staff talk to them about road safety and holding hands.

Children are well protected through the practitioners' good awareness of the child protection procedures in place. However, this policy is not shared in writing with parents so they potentially may not have a clear understanding the nursery's responsibilities to protect children in their care. Practitioners carefully keep first aid qualifications up-to-date and staff demonstrate a good understanding of first aid procedures so that the children's well being is safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

There are some differences between the quality of experiences offered to children under three and those provided for older children. Practitioners make very good use of the Birth to three matters framework for children under two years. Staff know the babies very well through the close relationship developed with parents. As a result, babies individual routines are given high regard and met effectively, so they develop a good sense of belonging.

Babies under two years benefit from a very good range of activities which enhance their sensory and tactile experiences, such as corn flour, floor painting, and water play. They can choose from natural resources, role play and books in a well organised environment which helps them to be imaginative, and make connections. They love to sing, and practitioners use this informally to encourage them to be together and become strong communicators. Cuddles, praise and good interaction are freely given, so babies develop self assurance and their needs are met effectively.

Children aged two to three are well cared for and have good relationships with staff. They have good access to creative resources which are organised in a separate room which children use for periods as part of their daily routine. Here, they can paint or glue freely, play in sand, water, and access malleable materials such as dough and clay. However, activities planned and provided in their own room do not take into account their age and level of understanding. For example, jigsaws and construction materials provided are too complicated so the children cannot manage the activity. Two year olds are asked to draw portraits of fruit as part of their fruit project which is too difficult, and they lose interest. Children sit for long periods of time while they have mid-morning or afternoon snacks and then a story or circle time. As a result they quickly become restless and their behaviour deteriorates.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals due to the practitioners secure knowledge of the Curriculum Guidance for the Foundation Stage. Activities are well planned to promote all areas of learning effectively. Practitioners know what they wish children to achieve and refer to the stepping stones to track their progress. Observations are carried out regularly. Practitioners look at how planned activities will further challenge older

children and extend their learning. Children's achievements and progress are celebrated through well presented profiles which parents can look at and contribute to making children feel valued.

Children are very confident and highly motivated to learn. They initiate their own conversations with adults and each other, ask questions and contribute to group activities. Children are very independent and have good self care skills. They access their own water cooler and are able to serve themselves meals with staff support at lunch-time. Behaviour is generally good, but children quickly lose interest during prolonged circle and snack times, so their behaviour deteriorates. Practitioners set clear, positive boundaries and handle behaviour appropriately. Children learn to be polite, share and take turns, but good behaviour is not always consistently reinforced with praise and encouragement.

Children's maths development and early reading and writing skills are strong. Practitioners use a wealth of print and mark making equipment to help children to write for a purpose, and record observations. For example, they use clipboards to record how many cars of a certain colour drive past the gate. Number lines and adult interaction help children to count, sequence and recognise numerals. They have good concepts of shape and size, and use songs and practical activities to develop early calculation skills. Children make use of the computer and other information technology equipment to support their learning. They develop a good sense of time and place through well planned projects, such as "all about me".

Children have good opportunities to be creative. As part of their daily routine they access an activity room, where they can freely use junk modelling resources, paint and malleable materials to design, make and assemble. Practitioners regularly change role play areas so that children's imagination and knowledge of the world that we live in is extended. Currently they have a travel agents. They book holidays and talk about how they will travel. Children enjoy singing and are able to experiment with sound through the provision of a permanent musical area, where they can tap on drums and use shakers to develop a sense of rhythm. Their physical skills are developing well. Children access a spacious and secure interesting play area, where they can move freely, ride on bikes, push and pull large equipment. They use climbing frames, crates and tyres for climbing and balancing. Practitioners plan projects such as growth to teach children about the importance of exercise. Children know that exercise gives you more energy and they become out of breath when they run. They use materials such as threading and jigsaws with increasing control and manage implements such as knives and forks competently to further develop their independence and physical development.

Helping children make a positive contribution

The provision is satisfactory.

All children and parents are made to feel very welcome in this setting. The environment is bright and very well maintained. Children's own art work is attractively displayed and their achievements are celebrated through well presented development profiles, which are shared with parents, giving them a strong sense of

belonging and making them feel highly valued.

Practitioners ensure that resources positively represent our diverse society and our differing abilities. For example, older children have completed a display on hearing and sight. Children have learnt about Braille, sign language and wearing glasses. Dual language posters and print is displayed around the room, developing children's awareness of other languages and print.

Children behave generally well. They learn to be polite, share and take turns. Most behaviour is managed appropriately by practitioners. Children are frequently praised, but practitioners are not always consistent in reinforcing positive behaviour boundaries. The behaviour of children over two deteriorates when they become disinterested in activities or sit for prolonged periods.

Children learn to be independent and are able to make their own decisions when selecting activities. They develop good self care skills and are encouraged to contribute to the daily routines, for example, when they help to tidy up. They can express themselves using a variety of media, such as music, movement, and creative materials. As a result children's spiritual, moral, social, and cultural development is fostered appropriately.

Partnership with parents is good. Babies settle well and are secure because key staff work closely with parents to follow their home routine. Parents are very well informed of the service, activities and their child's well being. Parents of older children are able to contribute to their child's learning, by bringing in resources relating to the theme and continuing suggested simple activities at home.

Organisation

The organisation is good.

Policies and procedures are effectively implemented by practitioners to promote the welfare and safety of the children. They are shared regularly with parents to keep them well informed of their child's activities and well being. Records regarding the children's health and safety are appropriately maintained and signed by parents.

Space and resources are well organised to meet children's needs. Children can access resources freely to develop their independence, which includes a well organised activity room, extending their opportunities to be creative. The organisation of the daily routines for babies work effectively and meets their needs. However, prolonged periods of snack times and group sessions for children over two years cause them to become disinterested and restless.

Methods for recording the children's details and their individual needs are successfully implemented. Overall, the needs of the children who attend are met.

Leadership and management is good. The manager has demonstrated a strong commitment to the improvement and development of the provision of care and education. She listens to advice from other professionals and ensures that staff have a secure knowledge and awareness of the Foundation Stage, so it is implemented

effectively. She has a good relationship with her team providing good support and identifying training needs. However, there are currently no formal methods to identify the setting's strengths and weaknesses and to continue to update and monitor the education provided.

Improvements since the last inspection

At the last inspection, the providers were asked to update their uncollected child policy, so that staffing levels are reflected accurately. A full policy is now in place, safeguarding the children's welfare should a child be uncollected. They were also asked to update their understanding of child protection issues. Practitioners have a good understanding of the local Area Child Protection Committee procedures and key staff are designated to deal appropriately with issues. A policy is shared with parents, but this is not in writing, so they may not have a clear understanding of the nursery's responsibilities to protect children's well being.

Complaints since the last inspection

There are no complaints to report.

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 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):

- make sure that parents receive clear written information regarding the protection of children in their care
- further develop the behaviour policies so that staff consistently reinforce positive boundaries and expectations of children, and are more proactive in encouraging good behaviour
- improve the planning and organisation of time and activities so that children over two years are suitably interested and occupied at all times.

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 formal methods to evaluate the provision's strengths and weaknesses, and continue to monitor and update the education provided.

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