

Hillside House Day Nursery

Inspection report for early years provision

Unique reference number	EY291315
Inspection date	23/11/2008
Inspector	Hilary Mary Mckenning
Setting address	Lower Common Lane, Scissett, Huddersfield, West Yorkshire, HD8 9HL
Telephone number	01484 864926
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Hillside House Day Nursery was registered with the current providers in 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. There are several steps to the front door of the nursery. There is also a ramp to access the nursery via the side and rear doors. The nursery serves the needs of the local area.

The nursery may care for 62 children at any one time and there is 74 children attending. The nursery is open each weekday from 08:00 to 18:00 for 52 weeks of the year. Children attend for a variety of sessions. The nursery is registered on the Early Years Register.

There are fifteen staff including ancillary staff. All staff working with children hold relevant childcare qualifications. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

Children are excited by and eagerly explore the range of interesting activities where they can learn about themselves, discover differences, and confidently initiate their own play. They feel very secure and have good self-esteem. Planning is focused around children's interests and activities meet their individual needs. Observations are routinely completed with all children and show they are making good progress in their learning in a supportive and stimulating environment. Most of the required documentation is in place and maintained appropriately. Children are able to participate fully as there is a strong commitment to inclusion and continuous improvement. Staff work closely with parents and there are links in place with other agencies to encourage and promote children's learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure required information regarding staffing include all necessary detail.

The leadership and management of the early years provision

The provider has a sound understanding of their role in keeping children safe. There is an extensive selection of policies and procedures, which contribute to the operation of the service and the welfare of the children. These are reviewed regularly and shared with parents. Most required records and documentation is in place and stored securely. There is an appropriate vetting process available for all

adults in contact with children, however information regarding the completion of this process does not include all necessary detail.

Children are introduced to safety and how to keep themselves safe, for example, staff explains why rules are needed, and all children are involved in regular fire drills. Children are encouraged to think about road safety during their regular visits within the locality. Comprehensive risk assessments are completed and areas requiring attention are acted on to ensure that children are kept safe, both within the nursery and on outings.

The provider demonstrates that they are able to make necessary improvements, such as involving the children in planning and staff take their lead from children. All staff and parents are involved in the self-evaluation process.

The provider has a good understanding of the Early Years Foundation Stage framework and is using assessments of children's achievements to assess children's starting points and inform planning for the next steps in their development. There are good, established links with local schools through regular visits. There is a positive relationship between staff, children, and their parents. Staff regularly shares information with parents through the notice board, newsletters and daily feedback to keep them up to date about the care of their children. Parents complete regular questionnaires and contribute to the service they receive through the parents' forum.

The quality and standards of the early years provision

Children's welfare, learning, and development are promoted well by the organised and flexible approach of the staff. There are plans in place that focus on children's interest. For example, when children discussed why they were going home in the dark following the altering of the clocks, staff planned a variety of activities and experiences regarding this issue such as playing outside with torches. Children use a wide variety of resources to meet their individual needs and their progression is monitored. For example, when playing with the trains, staff use children's particular interest to encourage and develop problem solving and mathematical language. Children play together well and are competent when clearing away activities. They help each other with the dust pan and brush when sweeping the floor following a creative activity.

Policies and procedures are well-written and shared with parents thereby providing a clear sense of direction, enhancing the care and learning of the children. Staff have an appropriate understanding of safeguarding children and have completed a relevant child protection course. They are confident to follow the procedure for reporting and recording any concerns they may have about a child in their care.

There are appropriate routines in place that promote good hygiene and protect children's health. Children learn about healthy eating as all food is nutritious and meets individual dietary requirements. There are suitable systems in place to deal with accidents involving children and all written parental permissions are in place. Parents have been informed about the procedure for making a complaint and there

is a clear system for keeping a record of any complaints.

Children's behaviour is effectively managed and positive encouragement means they behave well and show kindness and consideration towards each other. There are suitable methods in place to deal with unacceptable behaviour, such as distraction, time out, and re-direction. Children are forming positive relationships as they make prints and pictures to make an autumn display.

The wide range of toys and resources enable children to enjoy their learning. Staff take advantage of situations that may arise to enhance children learning. For example, they introduce discussions around fire safety following a visit from the fire service. All activities are age appropriate and give the children lots of enjoyment and pleasure. Children make a positive contribution by becoming involved in all areas of play. They learn about the wider world and its diversity through good examples and are beginning to appreciate multi-cultural society. For example, they take part in other festivals and celebrations. There are a wide variety of resources to help them understand and learn about other cultures and how their actions can affect others. Staff work well with parents and involve them in a variety of activities such as creating signs and labels in different languages.

Children's future economic well-being is fostered through a positive relationship with staff. Children use programmable toys with ease as they select music for the day and are competent when using the computer to sing a song. They are introduced to caring for the vegetables they planted, the garden and the daily routines of looking after their pets.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.