

Hamilton Hilltop Nursery School

Inspection report for early years provision

Unique reference number

EY296529

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Inspector

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Setting address

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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. All children have access to an enclosed outdoor play area. The provision is offered over two floors and is accessible to all with stairs leading to the first floor

A maximum of 130 children may attend the setting at any one time. The setting is open five days a week from 07.30 to 18.00 all year round. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 140 children on roll who are within the early years age group. The nursery currently supports children with learning difficulties and/or disabilities and also supports a high number of children who have English as an additional language.

The nursery employs 25 staff in total, most of whom work directly with the children. Of these, 15 hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The management team at the setting have a secure understanding of the Early Years Foundation Stage (EYFS) and staff who work directly with the children demonstrate an adequate awareness of most of the requirements. Systems in relation to children's learning and development are presently being developed. Some information is provided to parents and carers. Management are aware of the setting's strengths and weaknesses and ways in which to improve the service provided. Some required documentation is in place.

What steps need to be taken to improve provision further?

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

- improve systems of planning, observations and assessments in order to identify children's next steps in their learning so that you can enable them to make as much progress as they can towards the early learning goals in all areas of learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- take necessary steps to safeguard and promote the welfare of children by obtaining necessary information from parents with regard to who has legal contact and who has parental responsibility for the child (safeguarding and promoting children's welfare)

30/06/2009

- take necessary steps to safeguard and promote the welfare of children by carrying out a full risk assessment for each type of outing (safeguarding and promoting children's welfare) 30/06/2009
- take necessary steps to ensure that the information provided for parents is up-to-date and reflects current practice in order to promote the welfare and safety of the children (safeguarding and promoting children's welfare). 30/06/2009

The leadership and management of the early years provision

The provider and management team, some of whom are very new to the setting are presently evaluating and monitoring the provision. They have identified a number of weaknesses and have begun to action these to provide continuous improvements. This is best demonstrated through the recruitment of an advisor to work with the staff on improving their knowledge of the learning and development requirements within the EYFS and developing their systems for planning, observation and assessment of the children's learning.

Inclusive practice is suitably promoted so that all children have their welfare needs generally met and they are challenged effectively at times enabling them to make some progress towards the early learning goals. Resources are of good quality and sufficient in quantity, satisfactorily meeting the learning needs of the children who attend.

The setting are using current guidance to improve outcomes for children, but not all requirements have been fully developed. Generally children's welfare is appropriately addressed as some measures are in place to ensure their health and safety. Risk assessments include 'working when pregnant' and 'working alone' and a daily check list is completed in each playroom most of the time. However, the risk assessment does not include all outings. Some of the required documentation is in place, for example, written parental permission to seek emergency medical treatment or advice. However, for some children who attend no information about who has legal contact and who has parental responsibilities has been obtained. As a result, children's safety is potentially compromised.

Children are appropriately protected from abuse because the manager and most staff members are aware of the written safeguarding policy and procedure. Also most staff are confident in being able to identify possible signs of abuse and neglect .

Required information linked to the care of each child is requested from parents during the settling-in process. Policies and procedures for the safe and efficient management of the EYFS are easily available to the parents in the welcoming entrance hall. However, some information that is supplied is not updated to reflect current practice. For example, children's current key workers, the name of the

Senco or the child protection officer. Consequently parents are not kept well informed.

The quality and standards of the early years provision

Staff are beginning to develop their knowledge of the learning and development requirements including the six areas of learning and on most occasions they provide a balance of child and adult-lead activities. Some have made observations of the children's learning and matched these to the specific areas. However, overall the links between planning, observation and assessments are insecure and very few 'next steps' have been formally identified. This means that children are not making as much progress as they could.

Children are very happy in this clean, well maintained environment. They clearly enjoy time with their friends and many of the younger children enjoy a cuddle with familiar staff. They are learning to play cooperatively with others, be kind and take turns. For example, staff encourage them to say 'thank you' to their friends when they have showed concern. They respond generally well to boundaries and feel secure knowing what they can and cannot do because they are reminded of expected behaviour. For example, not to run indoors or snatch toys from one another. Children frequently receive praise and encouragement from staff for their achievements. For example, when they create a 'spiky hair' hairstyle on a play-dough model.

Children are beginning to develop skills in communication, language and literacy. This is because they are involved in developing early reading skills and are encouraged to speak out in large groups. For example, they share recent events in their lives, such as 'I have a new action figure' and 'I went to see some pigs'. This helps to develop their confidence and makes them feel valued. Their knowledge and understanding of the world is being enhanced as they are involved in taking care of the nursery pets. This includes taking home the pet guinea pig for the weekend. Children also participate in events, for example, 'world book day' by dressing-up as their favourite character, such as 'Bob the Builder' and the 'Station Controller' from 'Thomas the Tank Engine'.

Healthy eating is well promoted as snacks and meals effectively consider the children's nutritional needs and a high emphasis is placed upon using fresh produce. For example, all children are invited to have a bowl of fresh fruit salad, compromising of less familiar fruits such as pineapple and melon. Main meals of the day include lamb hotpot, vegetable curry and rice and for desert, oat and raisin biscuits.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (suitability and safety of premises and equipment).

30/06/2009