

Hillside House Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY104253
Inspection date 09/04/2010
Inspector Janette Elizabeth Owen

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Hillside House Nursery opened in 2002 as a privately run provision and is situated on the edge of the village of Bayston Hill, near Shrewsbury, Shropshire. The nursery serves Shrewsbury and the surrounding rural area. It operates from three rooms and associated facilities in a purpose built annex of the provider's home. All children share access to several enclosed outdoor play areas. The nursery is open Monday to Friday from 8.00am until 6.00pm, for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 34 children may attend the nursery at any one time. There are currently 68 children aged from birth to under five years on roll. The nursery also provides care for children over five years old. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 15 members of staff employed at the nursery. Of these, 13 hold appropriate early years qualifications, with one member of staff currently in training. One member of staff has Early Years Professional Status (EYPS). The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance and Shropshire Private Nurseries Association. The nursery has successfully achieved the 'Growing Together' Quality Assurance Award and is embarking on another Local Authority Quality Assurance Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The organisation and management of the nursery is highly effective in promoting excellent outcomes for all children. Arrangements to ensure the welfare of children are clearly routed in the exceptionally good practice used by staff and managers. The practice used within the nursery is inclusive ensuring children's individual needs are fully understood and respected. Exceedingly strong links with parents, carers and others ensure a consistency of care and education and access to any additional support that is required. The management and staff team use very robust systems to monitor, review and reflect on the practices used within the nursery in order to continue to develop high quality care and education for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the outside play area particularly in relation to free-flow play for children ages two and above.

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is exemplary, exceedingly well managed procedures and work practices ensure all staff are able to play a full and supportive role in ensuring children are well cared for and safeguarded. Staff have designated roles and responsibilities in relation to safeguarding children. There are very effective procedures in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Children's welfare is fully protected by the extensive recruitment and vetting arrangements which ensure all adults with unsupervised contact children are suitable to do so. Robust induction procedures ensure staff are suitable and knowledgeable about all aspects of their work. The professional development of all staff is given high priority ensuring all staff are able to continue to develop their knowledge and understanding of all aspects of childcare and development. The management and deployment of staff are very well organised and monitored to ensure staffing levels remain high. Consequently, children are very well supervised and taught to be safety conscious. Supernumerary staff are able to effectively support their colleagues. A vigorous risk assessment and hazard analysis system are in place. The provider constantly reappraises the environments and the activities to which children are being exposed and makes the necessary adjustments to secure their safety all times. The designated Health and Safety Officer carries out monthly checks in each room/area of the nursery giving staff feedback to ensure that all indoor and outdoor equipment and spaces are safe. As a result of the effective practice used consistently by staff and the high regard for children's health and well-being, the risk of cross-infection is minimised and appropriate steps are taken to deal with accidents and manage the administration of medication.

Highly positive relationships with all groups of parents and carers enhance opportunities provided for all children. Parents and carers are very well informed on all aspects of their child's achievement, well-being and development. They are positively encouraged to play a part in their child's learning and development and to contribute to the educational programme. The staff allow parents sufficient time to discuss any issues or concerns about their child when they drop off and collect children on a daily basis and written information is provided in a daily diary and children's developmental folders. There is a good rapport between children's key person and parents which means that information is shared effectively enabling staff to put in place any strategies required to support children and ensure an inclusive environment is provided. Children with special educational needs and/or disabilities are well integrated and strategies used are highly successful in supporting all children, including gifted children. Consequently, the outcomes for children and their experiences are positive and rewarding. Staff are proactive in working in partnership with other agencies and providers this ensures children received consistency in their care and learning.

The provider is highly motivated and passionate about providing high-quality care and education while ensuring children are seen as unique individuals. The input of staff, parents and other professionals are valued. Their views are sought on all

aspects of the provision which enables the management to set measurable targets for ongoing improvements which are beneficial to the children. For example, planned changes to the building have been carefully considered in relation to outcomes for children. Children in the older age group currently do not have free-flow access to the extensive and well used outside play areas. Improvements to the layout of the nursery mean that these children will have direct access to outside play which is a strength of the provision.

The quality and standards of the early years provision and outcomes for children

Children flourish because their personal, social and emotional development are given high consideration. The excellent key person system is used to ensure children have a consistency of care which gives them reassurance to feel safe and cared for while allowing them to develop a positive attachment with their key person. Children are seen as unique individuals whose specific care and development needs are exceedingly well planned for and supported by all staff. For example, the transition of children through the nursery is very well managed. When children transfer into another room within the nursery a member of staff moves with them to help them feel secure, and confident as they make the change. Another member of staff will remain in the base room supporting children not yet ready to move on. The friendly, caring staff team interact exceptionally well with the children, encourage them to achieve and enjoy and become active learners with excellent dispositions and attitudes to their own learning. Children are very well behaved. The interaction with both adults and other children is excellent they play harmoniously, learning to play safely, share and negotiate for what they want.

A strength of the nursery is the outstanding use of the environment around the nursery. Practical outdoor skills and self-reliance are taught through the Forest School activities. Children develop their physical skills and a knowledge and understanding of the world as they use outdoor resources such as the large wooden climbing frame, build dens in the forest area or visit local farm animals. The challenges provided for children through the Forest School activities are carefully managed to ensure children's safety while enabling them to try new and exciting activities which capture their interest and imagination. Children develop excellent foundation skills in relation to language and numeracy. Daily routines and activities such as circle time and snack time provide good opportunities for children to practice their understanding of numbers and counting and to use their conversational skills. They share experiences, ask questions and play co-operatively during child-initiated and adult directed activities. Children of all ages are provided with opportunities to practise their mark making skills using a variety of resources. For example, using water or chalks in the outside area to draw pictures and make patterns on the floor. Older children develop their mark making further, practising forming recognizable letters as they label their own work.

The environment both indoors and outside is exceedingly well organised and resourced with very good quality toys and equipment that is appropriate to the age of the children in each room. Babies become increasingly mobile as they explore

make physical contact with toys, objects and people. Toddlers can move safely around as they begin to walk because the layout of the room encourages their mobility as they walk around holding on to low-level pieces of furniture and equipment. Staff are on hand to ensure children are safe yet able to set their own challenges in relation to their mobility. Older children move freely and with confidence particularly when playing outdoors. For example, they enjoy the thrill of using wheeled toys to roll down the slight incline. They use their sense of movement and space to move safely around other children.

Children develop an excellent understanding of healthy eating and where food comes from. They help with gardening activities learning to tend and grow plants which they can use in food tasting and cookery activities. Freshly prepared nutritious meals are provided by the nursery which ensures children receive a well-balanced diet. The individual routines of the babies in relation to food and sleep are respected. Children's good health and understanding of personal hygiene are promoted very well through good practices used by staff and taught to children.

Staff are highly skilled in planning the educational programme for children, they have an exemplary understanding of the Early Years Foundation Stage and how children learn. All staff are involved in the process which clearly reflects children's individual needs, learning styles and characters. Children make excellent progress towards the early learning goals because of the varied range of opportunities provided throughout the nursery both indoors and outside. Regular observations and assessments are carried out leading staff to identify children's next steps which are highly effective in promoting further development, enabling them to make excellent progress given their starting points and abilities. The planning and observation systems are monitored and evaluated to provide staff with good information on how effective the systems are in enabling children to learn and develop.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

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