

# Hillsborough Day Nursery, After School & Holiday Club

Inspection report for early years provision

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<b>Unique reference number</b>	109117
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<b>Type of setting</b>	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

Hillsborough Day Nursery opened in 1995 and is privately owned. It operates from the downstairs area of a family home in Bishopstone, some seven miles from Swindon, Wiltshire. All children have access to a secure play area, as well as a 'forest' area for outdoor learning. The nursery is open each weekday throughout the year with the exceptions of public holidays, from 8am to 6pm. An After School and Holiday Club are also available.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 60 children may attend at any one time. There are currently 44 children aged from birth to the end of the early years age group on roll, some in part-time places. There are also 17 children attending from the age of five who are in the After School and Holiday Club. The nursery provides funded early years education for three- and four-year-olds.

There are seven members of staff, five of whom hold early years qualifications and one member of staff who is qualified in Forest Schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in Hillsborough Day Nursery. They are encouraged to be independent and have access to a good range of play experiences both inside and out in the Forest School area. The nursery has a strong family ethos where all children meet together for much of the day. The nursery management shows good levels of the capacity to maintain continuous improvements through a consistent training programme and committed staff. Staff are knowledgeable about how to implement the Early Years Foundation Stage framework which has positive outcomes for children's learning. The partnership with parents and other settings to which children attend is firm and provides stability for the children.

## What steps need to be taken to improve provision further?

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

- develop a two-way flow of information between parents so that a full account of children's abilities can be used towards their individual learning plans

## The effectiveness of leadership and management of the early years provision

Staff and management are fully aware of their responsibility in safeguarding children. They regularly update their knowledge by attending training courses which means that recent information about current legislation is fully understood. There is a robust system in place with regard to the employment of staff and

protecting children from people who are not vetted, as well as ensuring they are cared for by people who are suitable to do so. A firm risk assessment is in place to check that all areas are safe for children; this includes woodworking tools which children use when in the care of Forest School staff.

There is a good system in place for staff to identify children's abilities and to monitor their progress. Planning is centred around children's interests, gathered from observations and assessment records, as well as conversations with children. Information is then recorded in their learning journals supported by photographs and samples of their work. As a result, the next steps to children's learning are easily identified and used as part of future plans. Therefore, children make steady progress in the Early Years Foundation Stage framework and early learning goals. Staff are inclusive in their practice and those responsible for children with additional needs attend regular training events and work closely with parents and other professionals where needed. Equality and diversity is promoted through a wide selection of books and resources which children can readily access. Toys and equipment are accessible to all children and of good quality. All areas of the nursery have posters around the walls and children's pictures displayed in recognition of their efforts.

The nursery has a comprehensive system in place for reviewing their practice and self-evaluation. The local authority review links in with the Early Years Foundation Stage framework and accurately highlights areas for development. This includes the planning of further activities as well as extending the use of the outside area, known as the Forest School. The involvement of staff, parents and children in the project contributes significantly to their feeling of being valued for their opinion. These plans will have a significant impact on children's learning outcomes with particular regard to developing skills for the future. There is a wide range of information for parents to read. Staff report back each day as to what their child has done in nursery and while waiting in the porch for their children, parents can also see a rolling programme of activities on a digital photo frame. Also displayed in the porch, are plans for the outside area with room for written comments. Those parents who were interviewed said that the nursery staff are very good, their children are happy and look forward to going each time. Most of all parents say they appreciate the fact that their children can have easy access to the outside area, which have interesting and attractive activities.

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

Children's health and safety are promoted very well. They learn about healthy living through regular routines and adult-led activities, such as snack time. They wash their hands with little reminding, choose and prepare their own snack such as fruit and their topping for toast. They hear reminders of how to take care of themselves on warm days and have ready access to their own drinking cup. They tuck into freshly cooked and nutritious vegetarian food at lunchtimes, often prepared by themselves. Children enjoy the chance to 'live' outside when they want to and relish the chance to climb trees, dig and make 'cakes' in the soil. Young children develop their climbing skills, using a low plastic climbing frame and

'hide' among the hedgerow; they become excited splashing shaving foam around in a large container and make patterns in the grass and on the patio.

Children are able to make choices about where they wish to play and what activities they would like to take part in. This includes woodwork outside or making pizzas for the nursery lunch. Children are exceedingly independent. Apart from the freedom to choose where they would like to play, children, from a young age, independently put on their own coats, shoes, boots and sit at long tables to eat with the other children in the nursery. Staff are good role models and promote a positive approach consistently to which all the children respond well. They know what is expected of them, are keen to join in and quickly become immersed in their play experiences, behaving safely and very well. For example, children choose woodwork outside as their activity; they use elder branches to whittle with a vegetable peeler, then safely use a wood saw and under the guidance of a member of staff, learn how to manage the saw appropriately.

Each key person knows their group of children well and acknowledges them as an individual with particular needs. Planning systems incorporate children's individual interests. For example, pre-school children become inspired about the history of the great fire of London and spend time researching the background and recording their evidence into their own book; they use the story of the 'Three little pigs' to look at various types of houses. Young children's interests are supported using toys to encourage their development. Children's starting points are established on entry through detailed observation and information from parents. Children's progress is tracked and shared with parents. However, there is not a consistent method in place for parents to share what their children learn at home with staff, so that it can be used as part of their individual planning.

Children know how to keep themselves safe. They take part in an emergency evacuation drill and are aware of the safety measures needed when playing outside. Young children feel safe and secure in the care of staff. Children have the chance to develop exceptional skills which will help their development in the future. They are able to grow their own vegetables on the allotment and take part in cooking; they take photographs of activities they have been part of, but most of all, children have the freedom to make their own choices and make decisions for themselves in a safe environment. As a result, staff give the children to opportunity to learn through play and provide interesting firsthand experiences.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
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