

# Hilltop Nursery

Inspection report for early years provision

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**Inspection date** 25/06/2010  
**Inspector** Jacqueline Patricia Walter

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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

Hilltop Nursery was first registered in 1989. The nursery is one of two nurseries that are owned and managed by South Downs Health Trust. It is situated in a self contained building on the site of Brighton General Hospital in Brighton, East Sussex and serves as the workplace nursery for any parents that are Trust employees and a maximum of fifteen non Health Service employees. Children have access to a secure outdoor play area. The nursery is open Monday to Friday, from 7.30 am until 5.30 pm all year round.

The nursery provides funding for three and four year olds and is registered to care for twenty-two children at any one time. There are currently 40 children aged from birth to under five years on roll. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Children attend for a variety of sessions and the setting supports children with learning difficulties and disabilities and those children who speak English as an additional language.

The nursery employs a total of eight part time and full time staff. Seven members of staff, including the manager hold appropriate early years qualifications. One staff member is working towards a Level 2 childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children are safe and secure and enjoy their learning. Staff have good knowledge of each child's needs and effectively ensure the needs of most of the children are routinely met. Good quality interaction from most staff and an effectively organised learning environment ensures that staff successfully promote almost all aspects of children's learning and welfare well. A clear planning and assessment system, which provides a wide range of stimulating experiences in almost all areas and acknowledges children's interests and individual learning needs is implemented well overall. The partnerships with parents and other agencies that are involved with children is effective in supporting children's learning and in making sure that the needs of all children and families are fully met, including any additional support. This means that children make good progress, given their age, ability and starting points. The drive for improvement and self evaluation is good, thereby ensuring that issues for future development are identified and successfully acted on.

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

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific trip

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(Safeguarding and welfare).

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

- develop the activities in the outdoor area to ensure they effectively challenge children, with particular regard to the sand and water play
- develop the group planning to include clear guidance on how practitioners and volunteers can help children's learning
- develop systems to promote positive attitudes to diversity and differences and further devise and implement opportunities for children with English as an additional language to develop their skills and understanding of English.

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

Staff have an extremely good understanding of safeguarding children. They all renew their training every year and are fully aware of the signs and symptoms of child abuse. They are confident and thorough in knowing and implementing the procedures to follow when concerns are raised with adults or with children in their care. There are clear systems in place that record any items of concern and written guidance and emergency contact numbers are available for all staff to access. They provide a welcoming, effectively organised environment that helps children progress well towards the early learning goals. For example, the use of rooms and space is organised effectively, enabling all children to use both inside and outside areas. All of the required documentation is in place, confidentially maintained and stored appropriately.

Children with special educational needs and disabilities are supported very well, with staff being effectively organised to promote their individual needs. However, although supporting strategies have been discussed to support the children with different cultures and English as an additional language, these have yet to be implemented. The effectiveness of working in partnerships with parents and other agencies is good and effectively supports the care and learning of all children. There is a wealth of quality information available on the setting and daily records and regular meetings are conducted to discuss the children's progress. Parents' opinions are valued and they are effectively involved with children's learning. For example, parents share their expertise in playing musical instruments as well as creating different sounds using household implements, such as watering cans. In addition to this, as a result of the parents forum indicating that limited information was available on children's activities a section to record their activities this has been added to the daily record sheet

There is a strong commitment to evaluating and improving the quality of the setting. Staff have effectively addressed all previous recommendations and have conducted an effective self-evaluation form, with realistic actions being identified and successfully addressed. This in turn, has effectively improved the environment in which children learn, given children more opportunities to develop an understanding of literacy, allowed staff to effectively monitor children's progress

and allowed parents to become fully aware of the Early Years Foundation Stage. Managers communicate strong ambition and drive. For example, they encourage staff to hold positions of responsibility and to be involved in self-evaluations regarding both the setting and themselves. Further systems to self-evaluate, such as participating and successfully completing a recognised Quality Assurance Scheme have also impacted successfully on the children's development. Resulting in a setting that effectively maintains continuous improvement.

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

Staff provide a bright, cheerful and child friendly environment where a wide range of stimulating activities and resources appropriately challenge children of ages and abilities in almost all areas. Children are able to gain good knowledge and understanding of the world through stimulating first hand experiences, such as visiting a garden centre, and enjoying the skills and the sounds that a flute makes when musicians are welcomed into the setting. However, although there are some activities within the outside area which effectively encourage children's learning, some activities, such as sand and water are limited in equipment that challenges the more able children's play. Babies confidently explore their surroundings demonstrating a strong sense of security and self belonging and older children are familiar with routines. Children have lots of opportunities to develop choice and decision making skills. For example, they help to serve their own food at meal times and access their drinks as they wish.

Most adults are skilled in promoting positive attitudes to learning. Older children in particular, are encouraged to focus and develop their communication, language and literacy skills by staff that pose open-ended questions, ask them to make suggestions, and use sign language to link actions to words. As a result children are eager to share their suggestions and enthusiastically all join in with group activities. The quality of planning to ensure that each child receives enjoyable and challenging experiences is good overall, and information from observation and assessment is used well. However, the documentation for planning is limited in providing clear guidance, which in turn does not support experienced practitioners and volunteers in helping children to progress. As a result, they do not always challenge children's learning sufficiently and there are missed opportunities for children to develop. Information from observation and assessment is used well to ensure that children achieve as much as they can in relation to their starting points and capabilities. The 'All about me' form that collects information from parents is very detailed and enables staff to clearly ascertain starting points.

Children have some very good opportunities to develop an understanding on safety. For example, the police and paramedics visit the setting to talk about how they can keep themselves safe. However, although staff implement some good procedures to keep children safe when outside the setting, For example, they take a first aid kit, mobile and emergency contact numbers with them. They do not ensure risk assessments are conducted on every outing or trip. There is a high emphasis on healthy eating and living. For instance, children grow and sample their own lettuce, a dentist regularly visits the setting and the children engage in

art and craft activities to identify what food is healthy. In addition to this, both staff and children follow everyday good routines regarding hygiene. For example, they wash their hands after toileting and remove their shoes when entering the nursery. As a result, the older children are very confident in knowing why they need to keep their hands clean, and what foods are healthy or unhealthy. Staff effectively encourage children to develop habits and good behaviour. Older children are involved in devising rules of expected behaviour and staff display a magic moments board which records children's positive behaviour. As a result, children behave well and are developing making good relationships.

## 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	2

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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