



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130691

DfES Number: 594807

INSPECTION DETAILS

Inspection Date 15/10/2003
Inspector Name Teresa Colburn

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Hilltop Nursery
Setting Address Brighton General Hospital, Elm Grove
Brighton
East Sussex
BN2 3EW

REGISTERED PROVIDER DETAILS

Name South Downs Health NHS Trust

ORGANISATION DETAILS

Name South Downs Health NHS Trust
Address Personnel Department
Brighton General Hospital, Elm Grove
Brighton
East Sussex
BN2 3EW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Hilltop Nursery is owned and managed by South Downs NHS Trust. It first opened in 1989 and serves as the workplace nursery for predominantly South Downs Health NHS Trust employees.

The nursery is open Monday through Friday from 8:00 am to 6:00pm all year round, except for bank holidays and one week over Christmas. The nursery is situated within the grounds of Brighton Hospital and occupies a self-contained building. There is a safe, secure outdoor play area which offers good play opportunities.

The nursery currently has 36 children of roll, of these seven are funded three year olds. The nursery has good provision for children identified as having special educational needs and for whom English is an additional language. Including the two managers there are 12 members of staff, all hold relevant childcare qualifications. Staff receive support from the local Early Years Development and Childcare Partnership. The children attending the nursery are representative of the diversity of staff employed by the Trust.

How good is the Day Care?

Hilltop Nursery provides a good standard of care for children. All aspects of the provision are well organised, and effective use is made of the staff, space and resources to ensure children are well cared for. High priority is given to ensuring children's safety both inside and outside the nursery. In all aspects of the nursery, children with special educational needs are well supported and fully included in activities. All areas of the nursery are warm, welcoming and very child orientated. Documentation sometimes lacks the necessary detail.

Staff have established very good relationships with all children and their parents. Children benefit from consistent routines whilst sleeping, playing and eating. Staff work well as a team to plan a stimulating range of practical activities which encourage children to make choices and to learn. Children participate in a range of sensory activities, staff set suitable challenges for children to explore and

investigate. Children's independence is fostered, they are happy, confident and well settled. The nursery provides nutritious, varied well balanced healthy meals.

There is a good partnership with parents and carers. They know what is going on in the nursery through regular discussion. Daily written information is used well throughout the nursery to share information with parents about what their child has done during the day.

What has improved since the last inspection?

At the last inspection, Hilltop nursery agreed to ensure sufficient staff were available over the lunch time period. Suitable arrangements have been implemented to ensure sufficient staff are available to cover all breaks.

What is being done well?

- In all areas children are provided with well-planned activities which help build on their curiosity and promote their learning.
- Provision for the babies and children under two is very good. Staff give excellent attention to meeting babies individual needs and plan activities well to give babies and toddlers interesting sensory experiences.
- Staff have good relationships with children. They enjoy their company and know them well. They spend a lot of time talking and playing and helping them to learn. The children are very happy and well settled.
- Staff make sure all children who attend the nursery are safe and well cared for. Routines to promote good health and hygiene are well-established.
- Children with special educational needs have additional staff support to help them take part in everyday activities.
- The nursery makes excellent use of the garden to enable children to explore, investigate and enjoy physical play.
- The nursery fosters good relationships with parents.

What needs to be improved?

- Documentation;
- review and update all policies and procedures,
- implement a lost or uncollected child policy,
- attendance register to detail staff's arrival and departure,
- accessible emergency contact details for staff,
- review the accident book, and ensure parents sign all accidents,
- emergency contact details taken on all outings.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	review all policies and procedures and implement the current action plan in place
14	ensure confidentiality is maintained when using the accident book, and parents sign all accidents

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Hilltop Nursery is acceptable and of good quality. It enables children to make generally good progress towards the early learning goals in all six areas of learning. Although there are minor gaps in the educational programme for communication, language and literacy, knowledge and understanding of the world and creative development.

The quality of teaching is generally good. Staff use a variety of teaching methods and groupings, however the large group teaching is less effective. They plan a range of worthwhile activities and demonstrate a reasonable understanding of the stepping stones towards the early learning goals. Good quality resources are used well to support children's learning. Staff form warm, caring relationships with the children. They question them effectively encouraging them to think for themselves. The assessment system is beginning to be used well to plan for the children's individual needs.

The leadership and management of the nursery is generally good. The joint managers understand their differing roles and responsibilities and motivate their staff well. They work well together as a team, are very committed to improvement and have in place systems to help achieve their goals.

Partnership with parents is generally good, they have opportunities to contribute to their child's record of achievement. However, the information provided for them on the educational programme is limited. Observed relations show a good link is forged between home and the nursery.

What is being done well?

- Relationships between children and staff are good. These help children develop confidence and support all aspects of their learning.
- Children's speaking and listening skills are well developed, they are confident speakers and negotiate well in role-play activities.
- Everyday activities are well used to develop children's mathematical understanding. Children are developing an awareness of number through practical activities such as, working out the date or how many plates they need for snack time.
- Children are motivated to learn through activities which are practical and build on their interests.

What needs to be improved?

- the organisation of 'circle time' when all the whole group come together;

- staff's personal understanding of the Foundation Stage and the stepping stones as a tool to help children progress towards all of the early learning goals;
- information provided for parents on the educational programme.

What has improved since the last inspection?

Following the last inspection they have enhanced the book area with new books and a display stand. A new rocking chair has been provided where children enjoy sharing books individually with an adult. They have increased the musical instruments available and have built up a range of 'story sacks', these include a book, puppets and or props to help tell the story. These resources are used well to help children to express themselves creatively and imaginatively. The individual educational plans, for children identified as having special needs, now include a section to record children's progress towards the goals set for them.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, confident and well motivated to learn. Their ideas and work is valued by the staff, helping develop their self esteem. They share and take turns well, show care and concern for others and are developing an awareness of what is right and wrong. Observed relations are good and children play well together. Children show good levels of concentration and enjoy the activities provided.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's speaking and listening skills are developing well. On the whole, they listen well at story time and to instructions. They speak confidently at 'circle time'. Children are introduced to simple words through the good use of labelling, and familiar words, within the learning environment. They enjoy 'reading' books for themselves and know how they are organised. There is less opportunity for them to attempt to write for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to 10, and beyond. They are developing an understanding of simple number operations such as adding together and taking away. They skilfully use and recognise numbers in everyday situations. They show a developing understanding of shape and pattern. Children are beginning to use mathematical language to compare size and recognise shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

An interesting range of topics allow children to explore and investigate aspects of the natural and man-made world. They have regular access to a computer and show good control as they use the mouse correctly. Their sense of time and place is promoted as they talk about past and present events. They are developing an awareness of their own and other cultures, as they celebrate a variety of festivals. There is less opportunity for them to develop their designing and making skills.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the nursery, both indoors and out, showing a good awareness of space and others. Good use is made of the outdoor area where children enjoy using the variety of climbing frames and the sit and ride toys. Staff are on hand to support and encourage new skills such as helping children to use the trampoline. Children are learning to handle tools such as pencils, brushes and scissors with increasing skill.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore sounds as they sing and play with musical instruments. They are encouraged to use their senses to respond to what they see, hear, touch and taste. Children enjoy using the imaginative play area and readily engage in role-play activities. They enjoy worthwhile opportunities to explore texture and three-dimensional space when making collages and creating models. However, there is limited free access to creative play materials.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- evaluate the organisation of 'circle time' and consider the most appropriate seating arrangements for the children. Ensure staff maintain the same high expectations for good behaviour and listening that they have in all other group situations;
- improve staff's understanding of the Foundation stage and the stepping stones as a tool to help children progress towards the early learning goals in all six areas of learning;
- provide more detailed information for parents on the educational programme within the nursery.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.