



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY104253

DfES Number:

INSPECTION DETAILS

Inspection Date 20/05/2003
Inspector Name Juliette Jennings

SETTING DETAILS

Setting Name Hillside House Day Nursery
Setting Address Lyth Hill Road
Shrewsbury
Shropshire
SY3 0AU

REGISTERED PROVIDER DETAILS

Name The partnership of Hillside House Day Nursery

ORGANISATION DETAILS

Name
Address

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

Hillside House Nursery is situated on the edge of the village of Bayston Hill, on the outskirts of Shrewsbury, serving Shrewsbury and the surrounding area. It opened in February 2002 and has two play rooms where the children are based for activities, a kitchen, office and toilet facilities as well as a good sized paved area and a larger grassed area for outdoor play. The nursery is open Monday to Friday from 8:00 am until 5:00 pm and provides care for children aged from two years to under five years. There are 31 children currently attending the setting, of whom 19 are funded. None of the children currently attending the nursery have special educational needs or speak English as an additional language. There are four staff, three quarters of whom hold suitable Early Years qualifications, with the others working towards an appropriate qualification. The nursery have support from the Early Years support teacher. The staff plan using the Foundation Stage, working towards the Early Learning Goals. They access regular training courses organised by the Early Years Partnership.

How good is the Day Care?

Hillside House Nursery is providing good quality care for the children. The children are cared for in a friendly, homely and happy environment. They are able to access a wide range of age appropriate planned activities and play opportunities which help them learn, explore and develop towards the Early Learning Goals. Staff support the children well, listen to what they say, question them appropriately and encourage an environment of respect, good manners and kindness. Staff have a good knowledge and understanding of the Foundation Stage, planning activities and observing children using the stepping stones, working towards the Early Learning Goals. The nursery staff work closely with parents, providing ongoing information about the children and offering support and guidance as appropriate.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

What is being done well?

The range of resources and activities which are provided for the children is good. The children use age appropriate resources confidently and are engaged in interesting activities which enable them to learn and explore. The staff adapt activities well to support the children and their individual stage of development. (Standard 5) The support given to the children by staff is good. The children access a range of well planned activities which help all children develop towards the Early Learning Goals. The staff question the children, encourage them to explore and investigate and respond to their interests. They adapt activities to suit children's needs. (Standard 3) The management of behaviour is good. Staff praise the children, encouraging and supporting them in their chosen activities. There is a focus on good manners, politeness and respect, which ensures children develop their self-esteem and are becoming aware of others' needs and views. Children are busy and actively engaged in a range of exciting and interesting activities. (Standard 11)

What needs to be improved?

the security of the outdoor area so that the children are safe whilst accessing it; (Standard 6) daily safety checks to ensure that areas the children use are safe and secure; (Standard 6, 4) the procedures for child protection so that staff have thorough guidelines to follow in the event of a concern. (Standard 13)

Outcome of the inspection

Good

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
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The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Make sure that the kitchen and main house are inaccessible to children at all times.
6	Make sure that the large grassed outdoor area is secure.
6	Make sure that trailing leads are safe.
13	Extend the child protection procedure so that staff have detailed information about recording various types of child protection concerns.

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

How effective is the nursery education?

Hillside House nursery is providing very good nursery education. The children are making very good progress towards the Early Learning Goals, except for knowledge and understanding of the world, in which the children are making generally good progress. Children are learning, exploring, investigating, developing their skills, increasing their independence and expressing themselves through play. Teaching is very good, with staff planning and providing a wide range of opportunities and resources for the children. They interact very well with the children, encouraging and supporting them in their play, extending their learning through questioning and discussion. The staff's knowledge and understanding of the Early Learning Goals is very good. Plans are detailed and highlight the aims of the activity in relation to the Early Learning Goals. Staff adapt small and large group activities to accommodate the individual child's stage of development. Staff observe children on a daily basis and this allows them to adapt activities as required and helps to inform future planning. The leadership and management of the setting is very good, with staff well supported by the management of the setting. There is an extensive appraisal system in place and staff meetings are held regularly. The partnership with parents is very good. The group maintain a positive relationship with parents through detailed daily feedback, open days and social activities. Parents are encouraged to contribute to their child's development records and have a summary of their child's achievement on a regular basis. Parents are kept informed about the nursery and are provided with other useful information concerning early years issues.

What is being done well?

The opportunities for the children to access a wide range of age appropriate and interesting planned and free play activities within a colourful, relaxed and supportive environment. They can explore and learn enthusiastically and with confidence, making good progress towards the Early Learning Goals. The staff's management of behaviour. The children are positively praised and are encouraged to become more independent and make decisions. Staff positively and consistently encourage good manners and respect, thus developing the children's self esteem and confidence. The way in which the staff support the children in their play. Staff question the children, listen to what they say and are interested in what they do. They provide a range of age appropriate activities which they adapt to accommodate the children's needs. Staff encourage and support the children in their play, giving them the opportunity to progress well in all areas of development.

What needs to be improved?

the opportunities for children to use everyday technology and programmable toys to support their learning.

What has improved since the last inspection?

Not applicable, as this is the first inspection.
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SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They are confident, happy and sociable, and relate well to other children and adults. They are becoming more independent and can make choices and decisions. Three and four year olds are beginning to respect others views and needs and are developing a respectful and sensitive manner towards other children and adults. Children are eager to learn and they play with enthusiasm and excitement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The three and four year olds are making very good progress in communication, language and literacy development. They recognise familiar letters and sounds. Three and four year olds are beginning to recognise familiar words. The children listen to adults with interest and respond appropriately. They speak confidently within small and large groups. Three and four year olds are developing their writing skills. They use early writing with some beginning to form letters and words correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Very good progress is being made by children in mathematical development. The children recognise numbers to ten and can count beyond ten with confidence. They have opportunities to experience various concepts such as shape, size, quantity and pattern. Three and four year olds are beginning to understand positional language such as behind and on top of. They access activities and resources which help them to begin to understand the concept of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in this area of development. The children are exploring, investigating and solving problems. They discuss and talk about their own environment and are beginning to learn about the wider world, including other cultures and beliefs. Three and four year olds talk about their past experiences past and future events. The children have limited opportunities to use everyday technology and programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in physical development. They access and use a range of tools, large and small equipment on a daily basis, which helps them to develop fine and gross motor skills. They are learning about movement and developing a sense of space. Three and four year olds use construction toys, malleable materials and other objects with increasing control. The children are

becoming aware of their own bodies and have an awareness of others and the space around them.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children aged three and four are making very good progress in creative development. They explore various materials, learning about texture, taste and colour. They use their imagination throughout their play, using the resources available to re-enact experiences and make up their own stories. They use their imagination in their creative work, using a variety of resources and materials. Three and four year olds can sing simple songs and use musical instruments with meaning.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:
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OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

Provide more opportunities for children to use everyday technology and programmable toys.

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.