

The Hillside Nursery

Inspection report for early years provision

Unique reference number	EY234059
Inspection date	07/03/2011
Inspector	Shirley Monks-Meagher

Setting address	Sholver Lane, Oldham, Lancashire, OL1 4NT
------------------------	---

Telephone number	01706 849144 0161 652 5522
-------------------------	----------------------------

Email	domalo@btinternet.com
--------------	-----------------------

Type of setting	Childcare on non-domestic premises
------------------------	------------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Hillside Nursery was registered in 2003 and is one of four nurseries owned and managed by Domalo Limited. It opened in 2003 and operates from a purpose-built two storey building in Sholver, near Oldham. Children are grouped depending on their age and stage of development and are cared for in six base rooms, with the pre-school children using the two rooms situated on the first floor. All children have access to enclosed outdoor play areas.

The nursery operates throughout the year with the exceptions of two weeks over Christmas, the May/June local wakes week and bank holidays. They offer daycare, before and after school care during term time and holiday care in all school holidays other than those already mentioned. The daycare operates Monday to Friday, from 7.30am to 6pm. Sessions for school age children are 7.30am to 9am and 3pm to 6pm or 7.30am to 6pm in the holiday club.

The nursery is registered on the Early Years Register to care for a maximum of 95 children under eight years at anyone time. Of these, 70 children can be in the early years age group. Currently the nursery has 62 children on roll. This includes 48 early years children, nine of whom are in receipt of nursery education funding. Children attend from both the local and wider community. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register for the older children. It supports children with special educational needs and/or disabilities, and children for whom English is an additional language.

The nursery employs 14 staff who work directly with the children, 13 of these have appropriate early years qualifications to a minimum of Level 2. The nursery is a member of the National Day Nurseries Association (NDNA) and has a current Quality Counts Award accredited through them and has for the last three years been awarded a 'Smile for Life' oral hygiene and healthy eating award accredited through Oldham National Health Service (NHS). They receive support and guidance from the local authority development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content, have fun and make good progress in their learning and development in the bright and stimulating environment. Their welfare and wellbeing is protected by caring staff who know and meet their needs well. Children are respected and valued as unique individuals in a positive and inclusive environment where they are supported and encouraged to maximise their opportunities and make progress based on their individual starting points. Partnerships with parents and other professionals share a common sense of purpose. Self-evaluation is collaborative, meets user's needs and fuels the setting's capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- review the risk assessment for the woodland area to assess safety measures appropriately to meet the needs of the children who attend, particularly in relation to water
- develop further the partnerships with other Early Years Foundation Stage providers to maximise consistency and continuity for children in their learning and progression.

The effectiveness of leadership and management of the early years provision

Children's safety, welfare and wellbeing is generally promoted effectively through solid teamwork, policies and good practice. The rigorous recruitment, selection and induction of staff ensures children are cared for by suitable adults, and the management systematically ensure their ongoing suitability. Staff have support meetings and formal appraisals which inform individual professional development and the setting's training needs effectively. A clear understanding of the indicators that raise concerns, together with a sound comprehension of the procedures to follow if such concerns should arise is shared by the staff team. The setting is secure, ensuring access and egress can be monitored vigilantly and, using robust procedures, that children only leave with the appropriate adults. Risk assessments are comprehensive across the setting with most being reviewed frequently to take account of changing needs and to sustain the safe environment. In addition, staff undertake daily visual checks. However, the setting has a large woodland area where children can play freely or take part in adult-led activity and, although a separate risk assessment for this area has been undertaken and implemented, the woodland contains two open pond areas which pose a possible hazard to early years age children when they are enjoying child-initiated play in this area. Children's safety currently relies on the supervision of staff and, although staff are vigilant and supervise children well, this is a large area, the ponds are not together and the nature of this natural area means visibility is limited in many cases. This particular risk assessment has not been reviewed within the last year to match the risk and safety measures to the needs of the children who are currently attending.

The provider and her senior management team have a clear vision about the quality of care and education they wish to provide for children and their aims and enthusiasm is shared by the staff team. They come together frequently to reflect on their practice and evaluate the provision they offer. This is supplemented by ideas and suggestions from parents, children who attend and other professionals, ensuring that development areas take account of the needs and views of the users and build on their achievements. For example, they have adopted the transition of daily information sheets into books, the extension of its use to include every early years child who attends and have introduced monthly summaries of children's learning and development, including space for parents' contributions. These

actions have significantly improved the consistency and continuity between home and the setting which is effective in promoting children's security. Robust tackling of recommendations from the previous inspection has significantly improved the quality of provision and resulted in improved outcomes for children.

Re-organisation of the setting into accessible continual provision areas has greatly increased children's opportunities to initiate and extend their own play ideas and has enabled them to explore and discover for themselves, whatever their age or stage of development. Partnership working with multi-agencies is meaningful and meets the individual needs of the children. Involvement and sharing with local schools has done much to ease children's transition when they are ready to move on. However, for the children who attend both the nursery and the local school nurseries at the same time, the sharing of Early Years Foundation Stage learning and development information is currently less cohesive. This means children's continuity and progression in their learning cannot be fully assured.

The nursery's working partnerships with parents are strong. Parents are provided with a wealth of information. For example, displays, newsletters and hand books keep them informed about the setting, key worker information and the provision on offer to their children. User-friendly displays help raise parents' awareness of the Early Years Foundation Stage and how young children learn through play. Activities such as 'Weasy Bear', learning journey files and monthly summaries enable parents to be actively involved in their children's learning.

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

Children are happy and contented in the setting and spend their time purposefully engaged in meaningful activities, opportunities and experiences. They are both motivated and confident to participate in activities of their own choosing or those led by the adults. They form close, trusting relationships with significant adults and seek them out for reassurance, if they need help, to share their achievements, to play with or simply for a hug. Children learn to make friends, share their toys and take turns in their games in a warm and safe environment where praise, encouragement, sensitive explanations and visual reward systems are used effectively. Children are well behaved, polite and are becoming aware of the difference between right and wrong. The day follows a routine which is effectively helping children understand what to expect next. This means children feel safe and secure.

Observation is routine by staff who have a solid understanding of the Early Years Foundation Stage. These are effectively matched to the expectations of the early learning goals and assessed to identify children's future learning needs, reinforce their skills and abilities through individual support and track their progress. As a result, staff know and understand the children in their key groups well enabling them to tailor support and planning for each individual child which allows them to make good progress from their starting points. The high quality interaction between staff and the children fosters their confidence and self-esteem and does much to contribute to children's enthusiasm to learn and participate.

The children in this setting are becoming confident communicators; they talk to each other, staff and visitors, using signs, gestures and simple words and sentences. Staff take the time to learn key words in children's home language so that children for whom English is not their first language are comforted, develop a sense of belonging and are able to participate fully. The children all take pleasure in stories where skilful staff engagement stimulates their curiosity, reinforces their listening skills and encourages their critical thinking as they express their thoughts and predict events. Opportunities to make marks are plentiful. Children's developing understanding of number concept is evident in their play. For example, the children roll the dice, count the spots and then, using play dough, fix a corresponding number of teeth into the crocodile's mouth and count out bowls and cups as they prepare the table for their snack. Children have many opportunities to develop their understanding of themselves and the wider world. They explore the different shades of each other's skin. Carefully selecting from skin tone paints they record their findings about each other in paintings and paper mache models which they then display on the stairs. Children make sense of their world through perceptive role play. They imitate the adults in their lives as they negotiate who will be the pretend mummy and daddy and act out simple domestic scenarios. They learn about their environment in purposeful activities that help them to develop a healthy respect for our planet, such as growing and harvesting fruit and vegetables in the allotment patch, recycling rain water, cardboard and paper and turning out lights when they leave the room. The skills, understanding and attitudes that children are learning will serve them well in their future lives.

Children's learning and development is fostered both indoors and outside. They have lots of opportunities to play outdoors everyday in the fresh air and sunlight, which contributes to their good health. Suitable waterproof suits and Wellingtons enable children's outdoor play in inclement weather and promotes their understanding of how to keep themselves safe and healthy whatever the weather. The children are developing good self-help skills as they put on their coats or waterproofs, fasten buttons and zippers and carefully negotiate the staircase on their way outdoors. They run, jump and climb till they are out of breath and develop their own obstacle course from cones, logs and the wooden bridge to test their balancing skills. Babies sit supported by sturdy rings, roll and crawl around their environment and pull-up against appropriate equipment to develop their mobility. Children develop appropriate hygiene habits. They wash their hands at appropriate times, clean their teeth after their lunch and are learning to use tissues to blow their nose. Their awareness of healthy food options is promoted through nutritious home-cooked meals prepared at the setting, healthy snacks and sensory activities such as making fruit kebabs or identifying foods through smell or taste.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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