

# Hillside Nursery

Inspection report for early years provision

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EY395464

**Inspection date**

15/07/2011

**Inspector**

Glenda Field

**Setting address**

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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*.

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## **Description of the setting**

Hillside Nursery was registered in 2009 and is managed by the committee of Hillside First School governors. Hillside First School is situated in Bradwell, a residential area near Great Yarmouth. The nursery has sole use of a purpose-built extension to the school. The nursery is accessible to all children and there is a fully-enclosed area for outdoor play. The school hall is also available for use by the nursery at various times. The nursery serves the local area and has strong links with the school.

The nursery opens Monday to Friday from 8.45am to 4pm during school term times. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are currently 56 children on roll. The nursery supports children with special needs and children who speak English as an additional language. A team of seven staff are employed. All of the staff, including the manager, hold appropriate early years qualifications. The manager is working towards Early Years Professional Status. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are provided with very good levels of care and make very positive progress in their learning and development in the inclusive setting. They are confident, independent and clearly enjoy a wide range of play opportunities, most of which are planned with their individual needs and learning priorities in mind. Partnership with parents are promoted exceptionally well as the staff strive to provide highly meaningful opportunities for parents to be involved in their children's learning. Systems for monitoring and evaluating the provision, to identify priorities for development, are being established to continue to improve the quality of the provision.

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

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

- develop further the use of self-evaluation, taking into account the views of users to identify the setting's strengths and priorities for development to ensure children continue to receive high quality care and education.

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

Children are cared for by staff who have completed a wide range of training to ensure they have good knowledge and understanding to support their individual

roles. A comprehensive set of written policies and procedures are in place and available to parents, staff and visitors. The written policies successfully underpin the smooth running of the provision and are reviewed annually by the managers to address any changes. Risk assessment procedures are completed and recorded thoroughly at the beginning of each day, ensuring children are kept very safe and secure. The staff are confident in the procedures they should follow if they have any concerns about the welfare of any child, and they give good regard to the need to ensure confidentiality in such situations.

The staff demonstrate an unquestionable commitment to working in partnership with parents. They actively encourage meaningful daily discussions with parents, exchanging information about children's daily routines and sharing photographs that inspire parents' understanding of their children's achievements. The assessment records are always available for parents to read through and the staff value any comments the parents may add to these. Opportunities for parents to be involved in nursery life are well promoted, as they are actively encouraged to share their experiences and expertise. For example, mothers bring in new babies and also pets from home, such as guinea pigs. Displays, outing invites, information evenings and newsletters serve as highly meaningful ways to ensure parents are kept extremely well informed. The nursery has established strong links with the other Early Years Foundation Stage settings that some of the children attend, and they support children's transition into full-time school by teachers visiting the setting and the sharing of children's learning records.

Children benefit as the managers and staff strive for high quality practice, continuously monitoring and evaluating the standards at the setting. Regular team meetings provide valuable opportunities for all staff to discuss new ideas or initiatives, and to utilise their individual strengths. The managers are very receptive to support provided by advisors from the local authority and ensure that staff training needs and aspirations are prioritised during annual appraisals and training audits.

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

Children make very good progress in their learning and development, skilfully supported by staff who demonstrate good knowledge of the EYFS. An effective key person system ensures that staff and children develop strong bonds, helping children to feel settled and secure. Staff are well aware of the children's individual progress as they regularly observe their developmental needs and interests. Many of these observations are collated in the children's individual learning journey records, along with meaningful photographs. This information is used effectively to identify the next steps in children's learning, linked to the aspects of learning and development in the Early Years Foundation Stage. This information is then used to inform future planning. Staff work very well with parents and external professionals to provide effective support for children with special educational needs and/or disabilities. For example, staff are employed to supply additional support for children when the need is identified.

Children benefit from a very bright, welcoming and child-friendly learning environment. The playroom affords children with ample space to explore the array of high quality play materials in safe and secure surroundings. Creatively-planned imaginative areas are established to inspire children's role play. For example, children enjoy ironing the clothes in the home corner and using their imagination when playing with the small world figures and accessories. There are rich experiences for children to explore paint, glitter, water and sand, and they enjoy investigating the sea-shore objects such as shells, seaweed and mermaid's purses.

Children make very good progress in communication and literacy. For example, they show a strong interest in writing their names on their finished drawings and they eagerly ask staff to share books with them. At whole group times children confidently share information with the group, such as telling about the farm they are staying at when on holiday. Television programmes they enjoy, and that they are staying with relatives for a sleepover shortly.

Children's knowledge and use of number and shape within the setting are enhanced by the resources available. Most children are able to count to above ten and recognise numbers correctly. Children enjoy number games, table-top and large floor puzzles, cooking activities where they learn about weight and measure and the availability of weighing scales with an assortment of items of different size and weight. Children persevere and attempt to solve problems. For example, a child approached an adult and asked for help in fixing the door back onto the Noah's Ark boat which she was attempting to do. The adult tried unsuccessfully, but was then informed by the child that she had the door the wrong way round and upside down.

Children's experiences are extended as they take part in regular outings, for example, to the post office where they post letters and cards, and the local church. A recent outing to the church, planned to coincide with the Royal Wedding, involved children taking part in a wedding ceremony with the local vicar holding the ceremony and staff and parents being the invited guests. There is very good provision for free-flow access to the outside learning environment for all children, and the staff ensure all areas of learning are delivered through outdoor play. Children are able to request additional activities, such as parachute games, which staff readily supply.

Strong emphasis is placed on encouraging children to learn about aspects of a healthy lifestyle. Staff have plans for children to grow a wide range of fruit and vegetables in the recently-installed outdoor area which children can then harvest and prepare for snack. They learn the importance of brushing their teeth and avoiding sugary foods when a dental hygienist visits share her expertise. Children are also supported to develop a good understanding of how to keep themselves safe on the road, with visits from road safety officers local police officers visiting to talk about 'stranger danger'.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	2
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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