

Hillyfields Day Nursery

Inspection report for early years provision

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Inspector

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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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Hillyfields Day Nursery is privately owned and re-opened in its newly converted premises in 2004. The nursery which is set out over three floors has a covered play area and a secure outdoor garden. There are toilet facilities on each floor and a kitchen with a lift system to transport food to all floors at meal times. It is situated in a residential area and serves the local community. The nursery opens five days a week throughout the year with the exception of: one week at Christmas, one week at Easter and statutory bank holidays. In addition the nursery is closed for three staff training days per year. Sessions are from 8am to 6pm. The nursery is registered to care for a maximum of 60 children from three months to under five years at any one time. Children attend for a variety of sessions. The nursery manager holds a relevant level three qualification and the nursery director holds Early Years Professional Status. There are sixteen staff, nine of whom hold a level 3 National Vocational Qualification in Early Years. There are seven others, including three trainees who have gained relevant level 2 qualifications. The nursery receives support from the local authority. A cook prepares the lunch time meals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Hillyfields Day Nursery provides a safe, stimulating environment for children where they make good progress with their learning and development. The nursery is responsive to the needs of the children and their parents. It provides a generally good range of experiences, based on the Early Years Foundation Stage principles. The nursery shows a strong capacity to maintain continuous improvement, owing to strong leadership, a wide range of training opportunities and ongoing evaluation of the provision. The ethos is a caring and supportive one where every child's needs are met well on an individual basis.

What steps need to be taken to improve provision further?

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

- improve the outside environment further to increase children's opportunities for interesting outside experiences including broadening physical play.

The effectiveness of leadership and management of the early years provision

Safeguarding is of high importance. The children are kept safe and their welfare is promoted successfully. There are child proof gates on each of the three floors of the nursery and the children are taught to walk sensibly down each flight of stairs, holding on to the low hand rails. There is a secure phone entry system plus phones

in every room on each floor to enable swift communication between staff. Everyone who enters the nursery has to sign the visitor book. Robust systems for recruitment ensure that children are well cared for by a suitably qualified and appropriately vetted staff team. All the required documentation that promotes children's health, safety and well-being is well organised and put into practice on a daily basis. Risk assessments are in place for all areas of the nursery, including the outside play area, where special care has to be taken while waiting for improvements to be carried out.

Staff are led well by the nursery manager and the nursery director who together ensure that all staff work well as a team. They make good use of feedback from parents and staff. The leadership and management team monitor and evaluate provision most effectively to improve outcomes for children. Language development is seen as being particularly important to ensure that the children make maximum progress. Good use is made of a wide range of resources, including recyclable materials, to allow the older children to make some exciting models and test their problem solving skills. The staff create a welcoming environment where children can access an increasing variety of play activities and equipment independently. There is a large room used by all children from the age of two years, which gives them a chance to explore a range of water and sand activities and to extend their creative skills. Their work is displayed throughout the nursery. There are some opportunities for outdoor experiences and physical play but this area is currently underdeveloped.

Staff know the needs of the children well and the effective key person system ensures that each child's needs are met effectively. Children are able to make good progress; their emotional development is paramount. Staff use effective strategies to ensure all ages and groups of children are included and that equality and diversity is effectively promoted. All children are valued and supported by seeing photographs of themselves displayed, joining in a wide range of activities and having fun. There are labels and posters, with some written in their home language. Staff plan for every area of learning, make careful observations which are then evaluated to help each child progress well. High quality planning, which takes into account the interests of the children, ensures every child is suitably challenged by the learning experiences provided.

The nursery forms some strong partnerships with parents and makes particular efforts to get fathers more involved with their children's learning, such as by holding a football match especially for them. Staff keep parents well informed of their children's progress by talking to them, sorting out problems that may arise and giving advice. The nursery keeps daily diaries to share with parents informing them of their children's sleep patterns, food eaten and toilet training. There is an attractive newsletter for them to collect at the end of the week. Parents speak highly of the nursery and are pleased with the care of their children. The many thank you cards from parents as their child moves on to school demonstrate their approval. Parent questionnaires enable the nursery to gather their views and suggestions in order to improve provision effectively. The nursery demonstrates that it has a good capacity to continue to drive improvement. The nursery works well in partnership with local agencies including the Early Years Intervention Team which provides support for children with additional needs when required. The local library provides 'treasure boxes' with books, C.Ds and toys for all children when they reach three years old, as well as providing story time sessions. There are positive links with the local primary schools in order to support children's moving

on.

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

Children show that they are happy and feel safe in the nursery; for instance, the babies and toddlers quickly go to sleep and wake up when they are ready. The youngest ones quickly become familiar with the daily routines and staff expectations. The older ones develop a sense of responsibility as they tidy up toys and show sensitivity in helping the younger children. They develop good hygiene routines when they wash their hands. They learn to keep themselves safe and remember not to run indoors with only occasional reminders. The older ones know that some food is healthy, for example, they choose to eat fruit and make sure they drink water when needed. They show independence at lunchtimes by helping themselves to vegetables, pour water from jugs by themselves. The staff give the children plenty of praise for trying new skills, such as attempting to cut up their food, which makes them confident learners. As part of a healthy lifestyle they like to play outdoors displaying a reasonable range of physical skills; the four year olds enjoy throwing bean bags with increasing accuracy into hoops, but choice is restricted. The children are polite and the majority are well behaved; all are supported by the nursery having clear rules that are reinforced calmly. Children make good progress in all areas of learning but especially in their communication skills. The older children talk confidently and love to relate their experiences; they generally express themselves well, asking and answering questions. For example, children write their names on their drawings and many attempt to write sentences, sounding out the letters to take home their news. Children make a positive contribution by encouraging each other to practice new skills, helping their friends for instance to learn new shapes and numbers. They use large boxes to make four wheeled vehicles and are encouraged to problem solve by saying what they might need to make them stronger and functional. Thus by learning and applying a range of skills in the nursery through purposeful play, children demonstrate that they are becoming well prepared for the future, while thoroughly enjoying their time at the nursery.

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
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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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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