

Hamilton Hilltop Nursery School

Inspection report for early years provision

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Inspection date

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Inspector

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Type of setting

Childcare - Non-Domestic

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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).

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

Hamilton Hilltop Nursery School is one of two privately owned nurseries and was registered in 2004. It operates from a purpose-built building in Hamilton, Leicestershire. The nursery serves the local area and has strong links with local schools as older children are collected for out of school care. It is accessible to all children and there are fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 130 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 83 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years and provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications, with three staff qualified to level 6 and one of these holding 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 satisfactory.

Children are cared for in a welcoming environment where they make satisfactory progress in their learning and development. Staff know children well and interact with them positively to support their play and activities. Relationships and communication with parents and others support the welfare of the children but are in a stage of ongoing progression under new management to fully support their learning and development. Evolving systems to monitor and evaluate the provision are established. Required policies and procedures are in place and appropriate action has been taken to meet most recommendations made at the last inspection.

What steps need to be taken to improve provision further?

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

- improve the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- develop systems to involve parents in ongoing assessments to incorporate achievements at home and to support identified next steps in children's learning and development
- ensure hygiene routines are maintained, with reference to hand washing at

snack time

- develop systems to ensure self-evaluation continues to be used effectively to evaluate performance and drive improvement
- review systems and current practice to ensure all parents receive information and are actively involved in children's ongoing welfare and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the whole staff team have attended training to develop a clear understanding of their role and the action to take should they have concerns relating to children or adults providing care. The nursery is secure, with fingerprint-coded doors beyond the reception area to prevent access to unknown persons or visitors. Records are maintained and consequently staff are aware of who is on the premises. Outdoor CCTV and internal visual monitoring screens of all internal areas enable those in charge to monitor staff working practice. Ratios are maintained and improvements to recruitment procedures ensure all checks are completed before employment commences. The management team take the lead in conducting risk assessments to maintain safety.

Children move freely within their rooms. For example, older children engage in floor, table and role play activities, and babies are cared for in a room equipped to facilitate early developing skills and a peaceful environment for sleep. Parents provide initial information about their children. However, systems have yet to be established to update information for all children and to involve parents in sharing achievements from home or to support identified next steps in their learning.

Most staff hold relevant childcare qualifications and training is appropriately supported. The management team are working methodically, introducing new procedures and guiding good practice, but have not been in post long enough to action all areas for improvement. Although information is displayed in the entrance area and through a regular newsletter, a reliance on parents to complete written questionnaires in formats which may not meet their linguistic requirements has resulted in a very low return rate. These issues are under review to identify reasons for this. Operational policies and procedures are in place and parents have access to these. Staff are always available to speak to parents, and those with babies and younger children receive a daily sheet informing them of their child's day.

Progress is developing in working with others who deliver the Early Years Foundation Stage to ensure children receive a consistent service. Secure relationships are established with local schools as children move on in their education. Effective arrangements ensure those attending the out of school facility are safely collected and transferred to the nursery.

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

Children are making satisfactory progress towards the early learning goals. Resources are sufficient and easily accessible so children can self-select and steer their own play. Babies and very young children are cared for in visually stimulating areas with a range of toys and equipment to promote early development, including hand-activated play resources. Their needs are met through knowledge of individual routines including sleep and feeding patterns. Younger children develop skills in rolling and cutting dough, natural resources including sand and water are available, and treasure baskets have recently been introduced in the baby room to provide tactile experiences. Technology is accessible to children, who are adept in mouse skills at the computer, and a range of sound and hand-activated resources encourage children to experiment and explore. They use soft dice cushions, matching the number of dots and delighting as two children find 'the same' as they compare the numbers on their cushions. Children join in with enthusiasm as they practice songs for the forthcoming Christmas concert. They join in actions and elements of calculation are introduced as they count the decreasing number of 'currant buns bought from the shop'. Older children are cared for in a well-resourced area with access to two adjoining rooms. They enjoy role play areas where they re-enact experiences from home with access to a range of dressing-up clothes. Low level storage units allow them to steer their own play.

Appropriate hygiene routines, including the use of gloves and aprons during changing procedures, minimise the risk of cross-infection. Each baby's health is actively promoted through parental provision of nappies, creams and wipes to ensure they use familiar products. Older children develop independence in addressing their own personal care. However, this is not always maintained with appropriate hand washing before snacks. Nutritious snacks and varied foods during meal times serve as an integral part of children's social development, and older children normally sit in small groups serving themselves. This allows them to choose from a choice of vegetables and gain awareness of portion size. Specific dietary requirements are met through consistent recording and liaison with the nursery cook. Outdoor play is provided on most days, with direct access from older children's rooms. Babies have a separate area. A staff member from each room supervises outdoor play, facilitating free-flow indoor and outdoor activities. Designated planting areas help children to understand growing processes.

Staff implement a range of positive methods to help children understand appropriate behaviour, with clear explanations, praise and encouragement. As a result, children know what is expected of them, learn to take turns and develop awareness of how their behaviour affects others. Children learn about the wider world through positive images to reflect difference and diversity. Staff observe and assess children systematically and maintain written and photographic records. Overall, most children secure the skills they require in order to progress in their learning. However, although the next steps for some children are highlighted, these are not incorporated into the planning or further recorded to identify if these have been achieved. Records for older children clarify what they can do but lack

information to secure progress. Consequently, they are not challenged in their development to reach their full potential.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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