

# Hillside Children's Centre Nursery

1 Leatherhead Close,, Holmleigh Road Estate, LONDON, N16 5QR

## Inspection date

Previous inspection date

12/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children make excellent progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities available for them.
- Children feel safe and secure within the extremely warm and welcoming environment. The highly effective key person system enables them to form secure attachments with staff.
- The positive emphasis on 'parents as partners' means that parents have a voice in the decision making of the nursery and play an active role in planning the education programme for their children.
- The management team share a strong commitment to the continuous development the nursery's practice in order to further enhance outcomes for all children.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the three children's rooms and the garden.
- The inspector had discussions with parents and practitioners.
- The inspector undertook a joint observation with one of the management team.
- The inspector sampled a range documentation including children's records and safeguarding procedures.

## Inspector

Christine Bonnett

## Full Report

### Information about the setting

Hillside Children's Centre Nursery is one of 23 centres managed by the London Borough of Hackney. It registered in 2012 and operates from a purpose-built building in Stamford Hill, in the London Borough of Hackney. The nursery opens from 7.45am to 5.45pm for 49 weeks of the year. Children have access to a secure enclosed outdoor play area. There are currently 51 children aged from nine months to under five years on roll, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery currently supports children who speak English as an additional language and children with special educational needs and/or disabilities. It employs 12 members of staff, all of whom hold appropriate early years qualifications, including one who holds Qualified Teacher Status (QTS). The nursery is registered on the Early Years Register.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- consider displaying more words from different home languages in order to enhance children's and families' sense of involvement.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children thrive in the welcoming and friendly nursery. All staff have an excellent understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They know how children learn and provide a rich variety of learning experiences that are fun and highly stimulating for the children to enjoy. Consequently, all children achieve well and make very good progress towards the early learning goals from their starting points. The highly effective systems of observation, assessment and planning help to ensure that each child's progress is monitored closely. This enables staff to identify early if a child needs additional support with their learning. By doing observations at home and identifying their interest, parents/cares contribute towards the planning of activities for their children at the nursery and are also able to support their learning at home. Nursery staff take the lead in planning children's progress check at age two. They write the development reports, share them with the parents and then present them to the health visitors at the allotted time. These careful steps ensure that any gaps in children's learning are swiftly identified and that all children are able to make excellent progress.

The nursery staff all have in-depth knowledge of the seven areas of learning. Consequently they understand that all the areas link together, and that one well planned and resourced activity can incorporate them all. Staff use every opportunity to develop and extend the children's learning and make it fun. For example, children squeal with delight when they substitute a child's name for a character in a familiar story and anticipate with pleasure what happens next. The staff member then nominates a child to read the book again to the children. The nominated child confidently opens the book and knows how to hold it so that all the children can see it. The children sit attentively while the story is re-told. This activity promotes language and social skills, as well as the children's confidence and self-esteem. Children also enjoy exploring enticing resources, They enjoy feeling the texture of moistened jelly crystals and describing it as 'squashy' and 'soft.' Staff introduce mathematical concepts, such as full and heavy, as younger children learn how to make sand moulds and bath their dolls in the water tray. The book lending scheme is popular with parents and children. Following a trip to the library to select the books, the children then loan them from the nursery to read with their family at home. This enables all children to develop a strong joy of books and underpins their early reading skills.

The nursery celebrates diversity and has displays reflecting all the parts of the world that the children and staff have links with. Staff learn key words in children's home languages in order to help them settle and develop a sense of belonging. However, not all opportunities are taken to display written words in other languages to fully promote the value of children's and families' cultures in all possible ways. Staff recognise the important role that male carers have in the care of the children. Photographs of the children with the significant men in their lives are displayed for them to see and talk about with their friends. Consequently, children learn to see and interact with positive male role models

### **The contribution of the early years provision to the well-being of children**

The key person system is highly effective and makes a significant contribution towards the children forming secure emotional attachments. It also provides a strong base for children's developing independence and exploration. A major factor in establishing the positive attachments is the home visits that happen before each child starts the nursery. The key person and a senior member of staff have the opportunity to meet the child and family in their familiar surroundings. This helps staff begin to learn all about the child's individual needs and how the nursery can best meet them. Parents are fully involved in regular reviews of the children's progress to ensure that the care and learning opportunities are consistent and appropriate. Children and parents also receive plenty of excellent support when children move from one room to another within the nursery, and when they go to school.

Visits from dieticians and other health professionals help children learn the importance of healthy lifestyles. Children describe which foods will make them strong and learn to understand the changes that happen after physical exercise, for example their heart beating faster. They also learn about the importance of brushing their teeth and other personal hygiene practices. The extremely well planned nursery enables children to benefit

significantly from the free access between indoors and outdoors. The doors to the garden remain open for children to choose for themselves whether to play indoors or out. Even in drizzly weather, the children put on wellington boots and have fun outdoors. The good range of climbing equipment enables children to have plenty of physical exercise. As well as climbing and riding bikes they have fun running along the different levels of ground and hiding in the bushes. As a result, they develop extremely good physical skills.

Children's behaviour is exemplary because they spend the day thoroughly absorbed in meaningful play. Staff and parents celebrate children's achievements by recording on a 'leaf' what the child has succeeded in doing and hanging it on the 'Achievement Tree' for all to see. This further promotes children's growing confidence and self-worth. Children show great enthusiasm to join in and concentrate upon their chosen activity. Staff use the extensive range of resources and the environment well to promote all-round learning. This results in the children exploring the equipment with relish and delight. For example, they show great imagination as they create a jungle game with two large cardboard boxes.

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

The leadership and management of the nursery are exemplary. The management team have a passion to provide high quality care and education for children, which they successfully share with their motivated and enthusiastic staff team. There is a strong commitment towards the continuous development of the nursery in order to maintain the existing first rate practice. This results in rigorous and accurate self-evaluation of practice and the identification of areas to strengthen.

The delivery of the learning programme is monitored to ensure that practice is consistently high and that every child's needs are incorporated into the planning. The continuous professional development of staff is fully endorsed in order to further develop their knowledge and skills for the benefit of the children and their families.

The designated safeguarding practitioner has an excellent understanding of her responsibility to meet the safeguarding and welfare requirements. She has undertaken further training to equip her for the role. In addition, she has also attended a 'training for trainers' course to enable her to train all the staff in safeguarding matters. They all understand their duty to report concerns about the welfare of children appropriately. The recruitment procedure is robust and ensures that all staff have suitability checks before working with the children. The safety of children is a priority. Effective security measures ensure that intruders are unable to enter the children's rooms unchallenged. The detailed risk assessments identify and minimise all obvious safety hazards on the premises.

The 'parents as partners' philosophy ensures that parents and carers are fully included and consulted at every stage of their child's time at the nursery. In addition, their views about every aspect of how the nursery is run are welcomed, considered, and influence decision making. For example, parent representatives sit on the interview panel for new staff. At the inspection, parents stated that they can see the progress their children make in their

learning and welcome the level of communication they have with their child's key person. They added that their children are happy, so they are happy too. Children make very strong progress and are thoroughly happy and settled, because of these very secure partnerships.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY450433
<b>Local authority</b>	Hackney
<b>Inspection number</b>	884289
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	41
<b>Number of children on roll</b>	56
<b>Name of provider</b>	London Borough of Hackney
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	020 8800 7325

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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