

# The Hillside Nursery

Sholver Lane, Oldham, Lancashire, OL1 4NT

<b>Inspection date</b>	13/02/2013
Previous inspection date	07/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- There are significant breaches in the welfare requirements that have an adverse impact on the well-being of children. Self-evaluation is weak and leaders and managers have failed to identify the breaches in the requirements.
- Educational programmes lack depth, breadth and challenge, and do not reflect the needs, aptitudes and interests of all children. Quality of teaching and learning is poor and children who are underachieving are not given enough support to help narrow gaps in their achievement.
- The key person system is ineffective and children are unable to form secure attachments.
- Strategies for engaging with parents and others are weak; transition arrangements for children who are new to the setting are inadequate and overall the individual needs of children are not met.

### It has the following strengths

- Staff have recently received training in child protection to develop their knowledge and understanding of safeguarding procedures.
- Hand washing routines are in place before children eat their meals, helping them to develop an understanding of how to keep themselves healthy.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector looked at the premises in relation to health and safety.
- Joint observations were conducted with the manager.
- The inspector spoke with some members of staff during the inspection.
- The inspector looked at children's records of achievements, assessment documents and other relevant documentation.
- The inspector took account of the views of children spoken to on the day.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Cathleen Howarth

## **Full Report**

### **Information about the setting**

The Hillside nursery registered in 2003 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is part of a chain of private day nurseries run by Domalo Ltd. The nursery is situated in a detached, purpose built, two-storey building in the Sholver area of Oldham. There is a steep incline from the road into the nursery car park and the nursery entrance is ramped for easy access. The nursery mainly serves the local area and it is accessible to all children. There are enclosed areas available for outdoor play.

The proprietor employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and 4. Two members of staff are working towards a relevant qualification. The manager has a level 5 management qualification and she is currently working towards a Foundation Degree in Early Years.

The nursery opens Monday to Friday throughout the year from 7.30am to 6pm. In term time the out of school club is open Monday to Friday from 7.30am to 8.40am and from 3.10pm to 6pm. During school holidays the club is open Monday to Friday from 7.30am to 6pm. Children attend for a variety of sessions. Currently there are 33 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery is working towards Journey to Excellence, which is an audit tool used in partnership with Oldham Early Years to improve outcomes for children.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure appropriate arrangements are in place for the supervision of staff who have contact with children and families, through support, coaching and training, to better promote the interests of children
- ensure every child's care is tailored to meet their individual needs through the key person system to help the child become familiar with the setting, offer a settled relationship for the child and build better relationships with their parents
- seek to complement learning in settings in which children spend more time and be guided by the information obtained from other Early Years Foundation Stage providers to ensure staff provide a range of activities with sufficient challenge to promote the learning and development requirements
- improve strategies to review, monitor and improve the educational programmes in relation to the prime areas of learning by ensuring they consistently have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interest of all children.

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

- improve self-evaluation by developing a whole setting approach that supports collaborative working and collective identification; review, monitor and prioritise aspects of the provision to be developed and evaluate their impact on children.

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

Overall staff have insecure knowledge, understanding and skills to promote the learning and development of young children. The educational programmes do not have sufficient depth and breadth across the prime areas of learning to enable all children to make progress, which is a legal requirement. Staff plan activities that fail to translate into practice. Most of the time children wander around aimlessly and resources are not always easily accessible.

There is a recording system that demonstrates children are generally working within the typical range of development expected for their age, taking into account their starting points and other considerations, such as special educational needs and/or disabilities. This information is reflected in children's baseline assessments. However, the quality of teaching is poor because staff do not know individual children well enough, such as their

interests and learning styles. Sometimes they over-direct children's self-chosen activities, such as the memory game. The pace of some activities is too fast and this does not give children time to think and talk. Staff fail to pick up on the children's lead or use spontaneous opportunities, for example when a child was interested in the memory game box rather than the game itself. It was snowing outside and a member of staff was asked to draw a shovel, but did not follow up the child's interest. Staff are not sufficiently tuned in to what children say and do to support next steps.

Interventions are sometimes untimely and children receive mixed messages. For example, at snack time children were repeatedly asked not to leave the table and not to run around the dining hall. However, staff were also up and down from the table to complete practical tasks, like serving food and to complete a nappy change. Overall, staff have developed a functional approach to childcare and education rather than an educational approach, which restricts children's learning and development. Children fail to demonstrate the characteristics of effective learning, such as engagement, motivation and critical thinking.

Parents are not always kept accurately informed about their children's progress. Sometimes they receive mixed messages from staff. For example, when children who are new to the nursery do not settle, staff sometimes give different accounts, which can confuse parents and make them feel uneasy.

Some parents are encouraged to support and share information about their children's learning and development at home. For example staff have recently introduced Martha, a toy monkey. Children take Martha home with a toothbrush, blanket and diary. Parents are encouraged to write an account of what Martha and their child have done over the weekend. This has enabled staff to initiate discussions with children, based on their first hand experiences.

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

The breaches of the welfare requirements impact adversely on this aspect of the provision. The key person system is ineffective, which is a breach of a legal requirement. Staff are required to move around the nursery to complete various tasks, like food preparation in the kitchen and they leave the nursery to take and collect children from school. As a result children fail to make secure attachments. Too many members of staff come in and out of children's rooms. Children who are new to the nursery are particularly affected by this, and they are unsettled and cry a lot.

Sometimes important information is not passed from the child's key person to other members of staff who are covering in their absence. For example, inexperienced staff do not know children and their parents well enough and they are left in charge of children with special educational needs and/or disabilities. Engagement with parents is weak and staff focus too much on nappy changing. Overall, there is insufficient precise teaching and children are left too long to their own devices, which impacts adversely on children's well-being.

The indoor environment is adequately risk assessed to ensure areas used by children are

safe and secure. Appropriate standards of hygiene and cleanliness are maintained to promote children's good health. For example, after the children's meal a member of staff tidied up and wiped down all the tables.

Babies sleep undisturbed on mattresses on the floor in the baby room, which is warm and welcoming. Sleeping babies are covered with clean blankets and there are accessible resources available for them to play with when they wake.

For afternoon tea staff provided vegetable soup with brown bread and butter, followed by jelly. However, children's growing independence is curtailed when staff complete tasks for children, which they are capable of doing for themselves. For example, setting and clearing the tables, pouring their own water and selecting their own bread and butter.

Overall, transition arrangements are inadequate and this includes provision for children attending the out of school club. For example, staff are unaware of what children like, or dislike. They are not aware of what children can and cannot do. Insufficient information is exchanged between staff at the nursery and school. For example, a member of staff collected the children from school and escorted them to the out of school club. On arrival she left them to occupy themselves. Another member of staff came into the dining hall to run the club. In addition, resources and activities are few and those that are available lack sufficient challenge. Staff have little regard for the prime areas of learning and children soon get bored. Boisterous children are repeatedly asked to quieten down, although staff fail to provide alternative activities and noise levels rise again. Children gain little understanding of how to manage their own behaviour although, initially, they always try to comply with the staff's requests.

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

Managers and leaders are over-reliant on the regulatory processes to identify aspects of the provision to be developed. For example, there is no effective system in place to monitor, review and improve the effectiveness of the educational programmes provided, including the quality of teaching and learning. There are ineffective systems in place to monitor, review and improve the welfare requirements. Actions are therefore raised to improve outcomes for children in these areas. A recommendation raised at the last inspection has not been fully addressed. Therefore an action has been raised to improve partnership working for children who attend more than one setting, to promote their continuing care and development. This is a legal requirement.

Staff turnover is very high. Inexperienced staff are not sufficiently monitored, coached, mentored and supported to deliver the prime and specific areas of learning in an organised way. Some are inadequately informed and they give inappropriate and incorrect information about vulnerable families that undermine partnership working. Activity plans are available to view but they do not translate into practice and children are left too long to their own devices, which has an adverse impact on their overall care, learning and development.

In relation to the out of school club, staff made no attempt to talk to children, parents or staff at the feeder school, to inform children's activities. Without this information, staff are unable to plan to support children's progress in the prime areas. Overall, there are few activities with insufficient challenge, and a poor range of accessible resources for children to use to promote their overall development. For example, throughout most of the session children used plain white paper and mark making equipment to colour in their aeroplane and rocket pictures. Their experiences are very limited and they reproduce someone else's ideas and they fly paper aeroplanes around the dining hall.

Selection, recruitment and vetting procedures are satisfactory and this includes basic staff induction. There is a staff appraisal system in place to help identify staff training. However, the supervision and appraisal systems do not ensure that all staff have the knowledge and skills they need, which is a legal requirement.

In relation to children with special educational needs and/or disabilities, appropriate links have been made with other agencies. However, the targets set to help narrow children's achievement gaps are inadequately promoted. For example, staff made no attempt to teach or reinforce phonics and, as a result, gaps in children's achievement show little sign of closing.

Overall, working with parents as partners is ineffective. Relationships are insecure and the individual needs of children are not always identified and met. Sometimes parents have difficulty finding their children's bag and belongings, and they leave the nursery without talking to a member of staff. In relation to children who are new to the nursery, some parents have not been able to discuss and review their children's sleep patterns with their child's key person, which has a detrimental effect on children's welfare.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	EY234059
<b>Local authority</b>	Oldham
<b>Inspection number</b>	901349
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	95
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Domalo Limited
<b>Date of previous inspection</b>	07/03/2011
<b>Telephone number</b>	01706 849144 0161 652 5522

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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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