

Hamilton Hilltop Nursery School

Hamilton Hilltop Nursery, 25 Hilltop Road, Hamilton, LEICESTER, LE5 1TT

Inspection date

23/04/2013

Previous inspection date

15/12/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff place a real emphasis on fostering children's personal, social and emotional development; this is particularly strong in the baby room. Consequently, all children are content, comfortable and display a strong sense of belonging and form positive relationships with others.
- Staff have a good understanding of the Early Years Foundation Stage requirements, resulting in good progress for all children. Children are keen learners who confidently explore their environment through play.
- Staff's professional development is encouraged through a variety of professional training opportunities resulting in staff who are skilled and able to support children's wide ranging needs.
- The staff have a robust understanding of protecting children in a safe and secure environment. This supports children's awareness of how to keep themselves safe.

It is not yet outstanding because

- There is scope to extend children's access to the outdoor area, particularly for babies and very young children, in order to enhance their opportunities to have more regular planned outdoor play experiences to support their emerging physical capabilities.
- There is scope to support and scaffold older children's opportunities to use and recognise print, for example, during self-registration, to increase their emerging literacy capabilities.

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 observed practice and interaction between the staff and children.
- The inspector spoke with the staff, manager, registered person and to children at appropriate times during the inspection.
- The inspector undertook an inspection of the areas of the premises used for childcare.
- The inspector examined a range of documentation, including suitability records and qualifications, policies and procedures and children's developmental records.
- The inspector spoke with one parent during the visit.

Inspector

Alex Brouder

Full Report

Information about the setting

Hamilton Hilltop Nursery School is one of two privately owned nurseries. It was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in Hamilton, Leicester, and is privately managed. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including one member of staff who has a Degree in Early Years and Childhood Studies.

The nursery opens Monday to Friday all year round from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 78 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance babies' and younger children's opportunities to have more regular planned outdoor play experiences to support their emerging physical capabilities
- enhance older children's literacy skills through providing extended opportunities for them to explore print, for example, using their full name during self-registration.

Inspection judgements

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

Staff are confident in their understanding of how children progress and as a result teaching is good. As a consequence of this children develop well and are motivated to play and learn. For example, babies begin to learn how to share as they play alongside one another in the water, splashing and patting the water. Staff role model taking turns with the resources used in this activity, sharing those that they use, thanking and praising the children as they 'share' with them. Staff know children well and provide all children with activities and resources that support individual interests. As a result, children explore their surroundings in growing confidence, with staff supporting them as they help the children

in extending their ideas. For example, pre-school children playing in the water want additional brushes to 'paint' the water tray; staff supply these, asking children what would happen if they 'painted' the wood and the concrete pavement. Children respond with enthusiasm as they eagerly paint these surfaces and comment that they 'melt away' in the sunshine.

Positive steps are in place to establish children's starting points before they begin at the setting. This information is reflected in their 'learning journeys' and updated on a regular basis to ensure that all information is current. As a result, children settle well and staff build a fun learning environment tailored to the needs of each individual child. Staff observe children and record this against the seven areas of learning. As a result, children, including those with English as an additional language and with special educational needs and/or disabilities, make good progress in their learning and development. Information is shared with all parents regarding children's progress both informally and through regular progress summaries. In addition, parents' contributions are valued and added to their 'learning journeys', contributing to children's learning.

Children's communication and language is good. Staff ask appropriate questions during children's play, for example, 'what shall I use the spoon for?' and 'how many have I got?'. Children show they understand as they show staff how to stir the 'tea' and correctly identify the number correlating to the question asked. Children entering the pre-school find their names as they arrive, enabling them to develop their understanding of print. However, this only includes children's first name, which does not make best use of opportunities for older, more able children to challenge their growing literacy skills. During planned activities, older children receive clear guidance to take turns at answering questions when they sit in large groups. This fosters children's abilities to concentrate, resulting in good preparation for the next stage in learning when they transfer to school. Overall, good use of labelling is used around the setting, for example, on toys and resources. This allows all children to understand that print has meaning, supporting independent play. This reflects a wide range of languages, promoting an inclusive environment.

Children are introduced to mathematics through a variety of play opportunities and everyday routines, for example, counting with their fingers during singing and as pre-school hand out the appropriate number of cups needed for lunch. Overall, most children have good opportunities for accessing the outdoors. This is well planned and resourced to enable them to run, jump, slide and climb. In addition, children are able to use their imagination as they hide in the den, chalk on boards or 'make tea' in the kitchen. However, there is scope to improve the access to the outdoors for babies and very young children in order for their all-round skills to be fully supported.

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

Children's personal, social and emotional development is good. Babies and very young children flourish within their base room as staff create a homely and welcoming atmosphere. They engage in the full range of play opportunities on offer and begin to select their own resources, using what is available to support their play and ideas. For

example, a child lays down the doll, lays a flannel on top, strokes their back, vocalising soothing sounds as they do so. This coupled with the strong key person system helps all children to settle well, supporting their emotional well-being. Toddlers and pre-school children have good access to the range of resources on offer and enjoy a balance of adult-led and child-initiated learning. They display good characteristics of effective learning when they are engaged in activities, such as construction, painting, role play and outdoor play. This area is supported particularly well for toddlers and pre-school children due to their accessibility to it.

Children are well behaved and staff are consistent in their approach to behaviour management, which helps children learn right from wrong. Children's safety is supported well with gentle reminders from staff, such as not to throw bean bags at children. Older children begin to show they understand how to be safe, for example, as they ask a child to move away from the goal to enable them to kick their ball. In addition, entrance and exit procedures are managed well, for example, through fingerprint entry pads and all visitors are asked to sign-in and show identification. Children are provided with and enjoy healthy and nutritious meals, snacks and drinks, which are freshly prepared on site.

Children of all ages have a good understanding of the importance of self-care. They independently wash their hands after going to the toilet and before snacks, using liquid soap and disposable towels. Children are also given good reminders by staff about how to wipe their noses and place the used tissues in the bin. As a result, cross-infection is limited and children's understanding of good hygiene is promoted well. Transitions are managed well in all rooms. Staff find out individual home routines for babies and toddlers from parents, which are replicated in the nursery. When children are ready to move to their next room, staff work in partnership with parents to ensure this is a smooth process. Key persons initially visit with the child and transitional forms are used regarding important information for the new key person to use. All this helps to ease transitions and ensures that children settle quickly.

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

Safeguarding arrangements are fully understood by all staff in the setting. They have attended training in this area enabling them to take appropriate and precise action should they have concern for a child's welfare. Parents are informed of the setting's responsibilities through robust policies and procedures. Risk assessments are used to identify any areas of potential hazards in and around the setting, supporting children's safety. These are regularly reviewed and updated to ensure that children's safety is paramount. Further to this, daily room risk assessments are managed by staff to ensure that all areas children access are safe and suitable. Vigorous recruitment and vetting procedures are used to ensure that all those working or having contact with children are safe and suitable. In conjunction with this, induction procedures ensure that staff know and understand their roles and responsibilities in order to support and maintain children's well-being. Regular appraisals and six-monthly supervision meetings are undertaken to ensure that ongoing suitability and quality of practice is effectively monitored. Regular training is offered to all staff; this is cascaded to the whole setting to ensure that good

practice is followed by all. As a result, children receive good quality provision and support in reaching their potential.

The manager and room leaders take time to monitor the quality of teaching and planning in the setting. Staff are observed in their delivery of the curriculum which informs discussion in meetings and during supervision. Planning is regularly monitored to ensure it supports the needs of the children across the whole of the setting. This means staff are supported well to deliver the requirements of the Early Years Foundation Stage. Since the last inspection improvements have been made to the observation and assessment arrangements to help staff in providing all children with good opportunities to support their learning and development. In addition, parents have opportunities to become involved in their child's learning through sharing pertinent information about children's wants and needs. Further to this, they are able to add comments to children's 'learning journeys' and next steps of learning, supporting children's individual needs. Parents speak well of the setting, commenting that staff are helpful and that their children are happy to attend the setting. Staff recognise the importance of working in partnership with other agencies, such as speech and language therapists, to enable all children to receive the support needed to meet their complex needs. Self-evaluation is completed through discussion with staff and parents, using verbal and non-verbal methods, for example, questionnaires. The information drawn from this enables the setting to identify areas for improvement, which links to an action plan. All staff have responsibilities within this to ensure that they take an active role in developing and maintaining the good systems in place that support and promote children's learning and well-being at the setting.

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

Unique reference number	EY296529
Local authority	Leicester City
Inspection number	909778
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	130
Number of children on roll	85
Name of provider	Hamilton Hill Day Nursery Ltd
Date of previous inspection	15/12/2011
Telephone number	0116 2743090

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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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