

Hillyfields Day Nursery

Hillyfields Day Nursery, 41 Harcourt Road, London, SE4 2AJ

Inspection date

07/06/2013

Previous inspection date

13/09/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The nursery offers a wide range of exciting activities to help children across all age groups to learn new skills and make good progress in their learning.
- Staff know the individual children extremely well, this enables children in all age groups to feel secure and form trusting relationships.
- Management organises efficient routines and procedures to enable the nursery to run smoothly. The staff team are very hard working and enthusiastic about their roles.
- Staff work positively with parents to support their children's development and progress. They have a dedicated approach to partnership working.

It is not yet outstanding because

- Some areas of the nursery have few posters, signs and mathematical displays for children to use as points of reference to support their thinking during their play.
- Some staff do not take all opportunities to encourage children to become fully involved during story times, which results in children occasionally losing interest.

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 a sample of children's assessment records and planning documentation.
- The inspector carried out joint observations with the manager of the nursery.
- The inspector observed activities inside the building and in the outside learning environment.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at a variety of records including complaints records, policies and safety records.

Inspector

Linda du Preez

Full Report

Information about the setting

Hillyfields Day Nursery registered in 2004. It is privately owned and operates from converted premises in Brockley in the London Borough of Lewisham. The nursery is set out over three floors and 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 each weekday from 8am to 6pm all year round, except 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. Children attend for a variety of sessions. There are currently 57 children on roll aged from five months to five years. The nursery supports children with special education and/or disabilities. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs 18 members of staff, 15 of whom hold appropriate early years qualifications. A cook prepares the lunchtime meals.

What the setting needs to do to improve further

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

- provide a wider range of labels signs, posters, word banks and numbers where children can see them and use them as a point of reference in their play, with particular regard to the outdoor area
- involve children more actively during story time by encouraging them to join in and predict story lines, asking them questions and engaging them in actions to help them to maintain their concentration.

Inspection judgements

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

The nursery team plans a good range of activities to support children's learning across all age groups. Staff seek information from parents to find out about their children's stage of development and agree a settling-in plan when their child first starts. This helps the staff meet the needs of the children, in line with their parents' wishes. Staff observe children and take photographs to record their achievements and progress. They continue to share ideas and thoughts with parents about children's experiences and progress at home and within the nursery environment. Furthermore, staff have clear systems in place to assess the progress of children aged between the age of two and three years. They work closely

with parents when children move between age groups and as they prepare to start school. These good practices ensure that the nursery team supports continuity in all children's learning and development. It also helps staff develop a good view of the children's progress in order to plan for their next steps.

Staff support children's communication and language throughout all age groups. Staff working with babies are very attentive and teach babies how to positively communicate their needs. They do this by talking to babies about what they are doing and praising them when they create sounds as a response. Consequently, babies delight in communicating sounds and gestures and begin to form words. Toddlers learn to build sentences and staff support them by praising them and repeating back what they say clearly. This positive approach teaches children the correct pronunciation and how to form sentences correctly. Staff support older children by joining in, focusing on what interests them, and asking them open-ended questions to encourage them to think and learn. For example, during role play staff ask children how they will cook and prepare food and what they will have to do. Children respond by describing how water gets hot in the kettle and they are going to put food in the oven to heat it up and cook it. They display active imaginations and benefit from the good support from staff. Children enjoy access to books and staff read them stories to support their literacy. However, at times, staff do not take all opportunities to fully involve children during story time, for example by asking them to predict what happens next, which results in them occasionally losing interest.

Staff encourage children to use mathematical thinking throughout their play. For example, they sing number songs and encourage children to count and compare objects. However, the outside area does not have many posters, labels or number lines for older children to refer to as they play to support their early reading skills and to encourage them to think. However, children delight in playing inside and outside with equal enthusiasm. They feel different textures and natural materials, such as shells and sand and use a variety of resources to explore and measure in the water tray. The good levels of support from staff and exciting activities they provide enable children to make good progress in preparation for starting school and the next stage in their learning.

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

Parents and children receive a warm welcome when they arrive at the nursery and positive relationships are clear throughout. The staff promote equality of opportunity for all the children in their care by creating an inclusive environment where they value diversity and difference. All children are extremely relaxed and comfortable with the adults who care for them. This is because staff get to know individual families and children well during the settling-in period. The good settling-in process is repeated, as children progress from one age group to another. Consequently, children feel secure and build trusting relationships during periods of change. Furthermore, staff have a good understanding of children's personal care needs and are very supportive.

Children behave very well, share, and collaborate with each other during their play. This is because staff are calm and positive role models. They make their expectations clear

through gentle reminders. They teach children to communicate positively, share and develop an understanding about the needs of others. They use positive strategies and praise children for their efforts and achievements, while reassuring them when things are not going well. This helps children to feel valued and appreciated.

Children are confident and outgoing and they respond well to the stimulating environment across all age groups. Babies smile at their key person, while crawling and running around with them, squealing with delight as they play in the outdoor area. Older children are very confident as they introduce themselves to visitors, talk about their favourite activities and who they like playing with. Staff support children's physical development by providing a wide range of outdoor resources. They support babies in learning to walk, using walkers to steady themselves and staff praise them for their attempts. Babies, smile with pride and keep trying as a result. Older children climb and balance and develop good coordination as they enjoy ball games with staff.

Mealtimes are happy and sociable occasions. Staff sit with children to supervise, help them if required and hold conversations about their day. They support children when needed, but also have high expectations, which helps children to become independent. Consequently, toddlers soon learn to serve their own food and manage their own needs. Older children help to set up and pack away and all learn about safety during tidying-up sessions where they happily participate in clearing toys to make areas safe. This practice effectively builds children's self-confidence and helps them to become independent and confident.

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

The nursery has a strong staff team, many of whom have worked at the nursery for a long time. Management has a clear leadership structure and offers good levels of support to staff to enable the nursery to run efficiently. Management has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, due to their experience and the comprehensive systems in place. The environment is well organised and staff carry out risk assessments to check that it is safe and secure. Responsibilities in relation to child protection issues are clear and all staff are very confident about how to implement procedures and raise any concerns they may have. Management carries out robust vetting and recruitment procedures as well as induction for new staff. These efficient procedures result in everyone being secure about their roles and consistent in implementing policies to protect children's welfare.

Management has a good understanding of the learning and development requirements. They have a clear view of how staff assess children's learning and development. They help to ensure that the nursery provision meets all children's individual needs and that staff identify gaps in children's learning in order to seek support when needed. They have good systems in place to review and evaluate practice. They complete self-evaluation forms and involve the whole staff team, children and parents in plans for improvement. Consequently, previous recommendations have been put into place and staff work hard to

maintain and improve standards to enhance the quality of the provision for children.

The nursery staff have a good understanding of the importance of sharing information with other professionals to support continuity in children's care and learning. They invite local primary school teachers to the nursery to visit children who will be moving on to school. They share detailed documents about children's progress so that each child's learning and development is fully supported when they move on to school.

The nursery has a clear complaints procedure in place and management respond constructively to any issues parents raise. Feedback from parents indicates that they are very appreciative of the hard working staff team. They describe how well their children learn and how they value the strong communication between the nursery and home. Staff plan coffee mornings and football events at weekends to encourage fathers to become involved in the nursery. Therefore, the nursery demonstrates a strong commitment to partnership with parents.

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	EY282539
Local authority	Lewisham
Inspection number	921777
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	57
Name of provider	Hillyfields Ltd
Date of previous inspection	13/09/2011
Telephone number	020 8694 1069

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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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