

Hillside Private Day Nursery

The Old Rectory, Whitwood Lane, CASTLEFORD, West Yorkshire, WF10 5QD

Inspection date

15/07/2013

Previous inspection date

23/08/2012

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

- Staff give high priority to supporting children's development in communication and language, through conversation, stories and small group discussion. Consequently, children develop good listening skills and become confident in speaking.
- Children of all ages have excellent opportunities to play in the very well-resourced outdoor areas each day. As a result, they benefit from lots of fresh air and physical exercise, which plays a significant part in keeping them fit and healthy.
- Children make good progress in their development because staff are confident in their teaching and provide a good range of activities that are planned around children's individual interests. This means children want to take part and are not easily distracted.
- Children settle very well in this welcoming setting because staff, as their key persons values each one as an individual. They give high regard to making children's transition into their care, a calm and pleasant experience, which means children feel very safe and are confident in being away from their parents.

It is not yet outstanding because

- There is scope to extend the very good opportunities for children to see print and learn about and use words, in the outdoor environment.
- There is scope to develop the opportunities for children to strengthen their good understanding of the world and their acceptance of differences between people.

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 had a tour of the premises and observed children playing in the playrooms and the outdoor areas.
- The inspector met with the owner of the nursery and the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector carried out a joint observation with the owner of a planned activity involving a group of two-year-old children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Hillside Private Day Nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted vicarage located in the Whitwood area of Castleford. It is one of three settings owned by a private provider. The nursery serves the local area and is accessible to all children. Children up to school age are cared for in three rooms on the ground floor and before and after school care is provided for older children in one room on the first floor. There are enclosed areas available for outdoor play.

The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery operates Monday to Friday all year round except for one week at Christmas and all bank holidays. It is open from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 35 children attending, 25 of whom are in the early years age group.

The nursery provides funded early education for two-, 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. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- increase the opportunities for children to see and use print in the outdoor environment, for example, by displaying names and signs
- enhance the opportunities for children to learn about diversity, for example, by providing a wide range of resources, such as books, posters and photographs, that represent diverse backgrounds and avoid negative stereotypes.

Inspection judgements

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

Staff's teaching is rooted in a secure understanding of the Early Years Foundation Stage and the characteristics of effective learning. For example, the planning of activities is purposeful and clearly linked to children's individual interests, which means they want to

take part and enjoy their learning. For example, staff provide model dinosaurs for one child who is passionate about the subject. They know he knows the names of certain ones and they encourage him to talk about these and share his knowledge with his friends, to promote their learning too. Staff give high priority to supporting children's communication and language skills. For instance, they use activities, such as 'pass the bag to me' at group time to promote singing and rhymes. Children delight in taking turns to pull items, such as a toy spider out of the bag and relating this to the rhyme 'incy wincy spider'. They then sing with gusto. Staff skilfully use open-ended questions during discussion to promote children's thinking skills. For example, one member of staff asks children 'Why do we need to clean our teeth?' In response one child says 'To stop them getting manky'. The member of staff acknowledges the child's efforts and then sensitively introduces the correct word by explaining how teeth can become discoloured if they are not cleaned. This successfully supports children to develop their vocabulary and extend their knowledge and means they are not afraid to contribute their ideas. Consequently, children make good progress in their learning and are confident in their knowledge and well-prepared to move onto school when the time comes.

The nursery is bright and welcoming and provides children with a stimulating environment in which to play and learn. Toys and resources are attractively presented at children's level, which means they can make independent choices in their play. For instance, a very young child enjoys pushing a toy vacuum cleaner around as he pretends to clean the carpet. This enables the child to develop his imagination and creativity. The indoor environment is rich with print to show children words have meaning. For instance, children are encouraged to find their name card and self-register by placing this on the 'happy' or 'sad face', to show staff how they are feeling on arrival. However, these rich opportunities are not fully extended to the outdoor area, which means children are not fully supported in understanding how words and numbers can be used in context, in different environments. Staff skilfully interact with children during activities. For example, during a painting activity with a very young child a member of staff explains she is going to paint his hand so he can make prints. She makes the activity fun as she says 'One, two tickle, tickle' as she paints his hand. In response, the child giggles with delight at the sensation. The member of staff then shows the child how to press his hand on a piece of paper. He shows surprise at the result and immediately presses his hand down again. This shows the child is motivated and clearly making connections in his learning. Staff support children's mathematical development very well. For instance, to help children learn about simple shapes they provide paper for drawing that is cut into squares, triangles and circles. They teach children the names of these and skilfully extend the activity by showing children how to draw an owl using an oval for the body, circles as eyes and a triangle for the beak.

Staff carefully observe and assess children's learning and keep clear records of their progress. This includes the required progress check at age two. The records are regularly shared with parents, which means they are well-informed about their child's progress and can be involved in their learning. Any achievements from home that parents share with staff are embraced and supported further, which promotes an effective shared approach to promoting children's development. Staff provide tailored support, which is thoroughly discussed with parents and other professionals to fully support children with special educational needs and/or disabilities to ensure they make progress.

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

Children's transitions into the nursery are managed very well. For example, they are able to visit as often as they need prior to the placement starting. Parents are asked to provide as much information as they can about their child's individual needs, routines and interests to ensure the care they receive in the nursery is consistent with their home life. As children move through the nursery they make several visits to their new room so they can get to know their new key person. All of which, provides security and stability for them. Children who speak English as an additional language are supported well. For instance, staff ask parents for key words in their first language, to aid communication. All children have opportunities to learn about the beliefs of others through planned activities, such as celebrating the Chinese New Year, with craft activities and food tasting. However, opportunities for children to observe positive images of other cultures on an ongoing basis are not fully promoted. This means their understanding of the wider world is, sometimes, not supported as well as possible.

Children learn to behave well because staff make it clear what is expected of them and why. As a result, older children sensibly line up to go indoors after outdoor play, which means staff know everyone is accounted for. Children then take their hat off and hang this on their peg before washing their hands for snack. Staff are very skilled in encouraging children to have belief in their abilities. For example, very young children are encouraged to clean their own face with a flannel after lunch, to promote independence in their self-care. Older children are provided with small jugs so they can pour their own milk or water at meal times. When one child is a little unsure about carrying out this task a member of staff gives him lots of encouragement to try. The child is delighted when he manages to pour his milk and is keen to repeat the process unaided. He excitedly tells the member of staff 'I did it without you'. The member of staff acknowledges his achievement with lots of praise, which successfully raises the child's confidence and self-esteem. Staff actively encourage children to learn about personal safety, seizing every opportunity that arises to discuss and reinforce this. For example, a member of staff involves a very young child in checking that the gate is shut before they go outdoors. She clearly explains it needs to be closed so the child does not get out. During a discussion about fruit a member of staff tells children raspberries are her favourite fruit. One child responds with 'But some berries are dangerous'. The member of staff acknowledges this and praises the child. She then explains to the group that they must never eat berries they find outside without checking with an adult first, as some types could make them poorly.

Staff give the highest priority to promoting children's good health. They are provided with nutritious meals, such as pasta bake for lunch. Children enjoy the food and develop a positive attitude towards meal times and eating healthily. For example, one child states that he will 'Get big muscles and grow big and strong' as he eats up his food. Children of all ages have excellent opportunities to benefit from fresh air and use a wide range of resources outdoors, which enables them to develop very good physical skills. Staff are enthusiastic in their approach to being outdoors and this inspires children to adopt the same attitude. For example, staff delight in initiating parachute games, which effectively help children to work together as they try and prevent a ball from rolling off this. Staff

encourage children to challenge their skills in jumping by providing stepping stones and asking them to jump and land on a particular colour, which they do so successfully. Children confidently initiate their own running and chasing games as they pretend to be fierce dinosaurs and learn to solve problems as they decide which way to go when more than one person is using a four-way tunnel. Very young children develop good control of their bodies as they climb up steps and slide down a small slide and move forwards and backwards as they use a rocker.

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

The nursery is led and managed very efficiently. As a result, the requirements of the Statutory framework for the Early Years Foundation Stage are met to a good standard. For example, the recruitment and vetting of new staff is thorough, to ensure they are suitable to work with children and they undergo a comprehensive induction procedure. This means they fully understand how the nursery operates. All staff undertake training in child protection, and as a result, they are confident in recognising the possible indicators of abuse or neglect and what they should do if they have any concerns. Close circuit surveillance covers most areas of the nursery and the premises are kept secure at all times. For instance, access is by finger print recognition for parents and staff. Visitors must ring the bell and they are asked to sign in and out. This ensures there is no unauthorised access to the building or children. Daily safety checks are carried out on the premises and the arrangements for collecting children from school are well-established. For instance, if children need to be collected from more than one school, two members of staff are assigned to this. This means that one can stay in the vehicle with those children already on board, whilst the other collects the remaining children. Consequently, children are never left unsupervised and are kept safe at all times.

Staff give good attention to working in partnership with parents. They ensure they are well informed about the nursery and how their children spend their day. For instance, individual daily diaries are completed for younger children. Open days and social evenings are held, which enables parents to meet one another. Newsletters are issued regularly regarding forthcoming events and parents can communicate with the nursery on a secure social networking site. Parents speak highly of the nursery. For example, they describe staff as being very welcoming and find the nursery a safe and secure place for their children. Partnership working with other early years settings children also attend or will move onto is effective. For example, to aid transitions to school staff provide a progress report for children's new teachers. This helps them to assess children's prior learning and where they are on their journey towards the early learning goals. Staff work closely with parents and other professionals, to ensure children with special educational needs and/or disabilities receive tailored support, to promote inclusion and ensure they make good progress from their starting points.

The staff team is friendly and very approachable and all members work well together. Good attention is paid to monitoring their performance. For instance, annual appraisals are carried out by the management team to support and advise staff in planning for their

ongoing professional development. This includes helping them to identify further training needs, to enhance their practice. Good attention is given to monitoring the quality of the service, with staff, parents and children all involved, to ensure their views of the service are known and responded to. For example, staff take ownership of the room they work in and make regular observations of how effectively the layout of this supports, or does not support children's learning. As a result, the main room has been partitioned to provide two separate areas to meet the needs of the different ages attending. Parents are able to express their views of the nursery through questionnaires. Replies from these recently highlighted that some parents felt drop off times for older children could be improved if they brought children into their room, rather than handing them over to staff at the door. This has been implemented and enables parents to observe their children's learning environment fully. The manager regularly scrutinises children's progress records and the 'tracking sheets' that staff keep, to ensure there are no gaps in the educational programmes or children's development. The recommendation for improvement raised at the last inspection has been addressed successfully and a clear development plan is in place for future improvement. All of which, means the nursery's capacity for continuous improvement is good.

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	EY443938
Local authority	Wakefield
Inspection number	926858
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	35
Name of provider	Rachel Mary Hill
Date of previous inspection	23/08/2012
Telephone number	01977 603699

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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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