

# The Hillside Nursery

Sholver Lane, Oldham, LANCASHIRE, OL1 4NT

<b>Inspection date</b>	21/06/2013
Previous inspection date	13/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 have a good knowledge of how to support children's learning and development. They use this knowledge to plan activities that engage children in learning and provide age appropriate challenge.
- Comprehensive planning and assessment procedures are in place, which ensure that children are fully supported as they move towards the early learning goals.
- Strong purposeful partnerships with parents and a range of other professionals ensure children's needs are comprehensively supported through times of change and transition within the nursery or to other settings, such as school.
- The management are pro-active in identifying areas of development, which supports children throughout all aspects of their learning and developmental needs.

### It is not yet outstanding because

- Opportunities to support children in becoming independent are not always explored, which can impede on children's self-confidence and learning.
- The outside area is under development and does not yet offer experiences and play, which support all areas of learning and development, as comprehensively as the indoor environment.

## 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 activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector looked at self-evaluation processes to ensure that they supported quality outcomes for children.

## Inspector

Elisia Lee

## Full Report

### Information about the setting

The Hillside Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a detached, purpose built, two-storey building in the Sholver area of Oldham. It is part of a chain of private day nurseries run by Domalo Ltd. The nursery serves the local area and is accessible to all children. The nursery operates from the ground floor and the out of school provision operates from the first floor. There are enclosed areas available for outdoor play.

The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, five hold a qualification at level 3 and one member of staff holds a qualification at level 2. 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 receives support from the local authority.

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

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

- further develop opportunities for children to build their independence. For example, by accessing writing materials and self-serving food during lunch time
  
- enhance the use of the outside area to offer play opportunities that support all areas of learning.

### Inspection judgements

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

Children are making good progress towards the early learning goals because staff support children's individual needs well. Staff complete regular observations of children as they play, which allows staff to understand children's interests and to identify where children

are in their developmental stage. This helps staff plan the next steps in children's learning. Staff plan developmentally appropriate activities, which provide children with a range of learning opportunities as they move towards the early learning goals. The manager monitors the identification of children's next steps and children's individual planning to ensure that children's needs are purposefully met. Staff use a variety of good teaching strategies to support children. For example, staff reference objects, use sign language and use visual cues to support children's understanding. Staff pose questions to children. For example, children explore the properties of 2D shape and staff ask 'how many corners does that shape have?' and 'can you tell me how many sides you can see on that shape?'. This supports children's reflective thinking and supports their language skills.

Educational programmes cover the seven areas of learning, offering a depth and breadth of learning opportunities across all areas, every day. For example, young children explore their understanding of the world through sensory play and toddlers investigate the different sounds that metal makes as they use instruments outside. Pre-school children have daily focused sessions in the 'learning room' to support them in their development and help them prepare for school. For example, children identify initial letters in their name and explore phonics through daily alphabet songs. These sessions are imaginatively planned and allow children to colour match, self-register their name and use a computer to support literacy skills.

Children are confident and make their needs known very well. For example, babies point to make their needs known, toddlers gain staff's attention by physically showing them things, while older children confidently make requests and lead their own play. Children have multiple opportunities to explore early writing and drawing skills. For example, children use pencils, draw patterns in sand and use chalk in the outdoor area. Children are building their knowledge of shape by using baby gyms, shape sorters, puzzle cubes and a variety of construction resources. These resources help children with their problem solving skills.

The nursery promotes children's understanding of the world through a variety of activities. For example, children attending the out-of-school holiday club go on regular trips and children attending nursery take part in baking activities. The nursery celebrates different cultures and festivals, offering activities which engage children. Children who speak English as an additional language are supported through staff liaising with parents to identify keywords and using visual symbols. Children with identified special educational needs are comprehensively supported by knowledgeable staff working in partnership with a range of multi-professionals to ensure that their needs are effectively met.

Parents are kept fully informed about their child's development and staff are fully committed to working in partnership with parents. For example, parents undertake observations at home, share information when staff complete baseline assessments, contribute to planning by completing 'things my child likes to do at home' sheets and contribute to the progress checks. Ideas for activities that parents can do at home are shared between parents and key persons. Staff have recently started a children's lending library which supports children's learning within the home. This provides a consistency of care between staff and parents so that children feel well supported by all adults who encourage them in their learning.

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

Staff care for children well and are sensitive in supporting children feel settled and secure. There is an effective key person system in place and children invite adults to join in with their play. This shows that and secure attachments are formed. For example, children ask staff to join them in construction play, use bikes outside and complete jigsaws. This shows that children are settled and that caring relationships are in place. Children participate in a wide variety of fun and challenging physical activities. For example, children access climbing slides outside, run races with their peers, explore making marks in sand and learn about parts of the body through using mirrors to look at their reflection. Staff are positive role models and children are well behaved. Staff consistently praise children, use stickers, and have high expectations of children. For example, that children will sit properly whilst eating at the table and will be caring towards to each other.

Children are encouraged to learn about healthy lifestyles through daily outdoor play, music and movement sessions and eating healthy food. Meals are freshly prepared on the premises each day by a designated chef. Menus are devised with the support of parents and children's dietary requirements are catered for. Children develop some self-care skills through accessing drinking water, washing their hands and independently using tissues. Staff encourage self-care skills throughout the nursery. For example, they ask children why there is a need to wash their hands before lunch. Children comment 'to get rid of germs'. Independence is promoted throughout the nursery. However, strong emphasis is not placed on children acquiring independent skills at all times. For example, staff serve food at lunch time and staff hand out resources to preschool children individually. These are missed opportunities for children to build further self-confidence and independence. Children learn to be safe through discussions and by safety procedures, such as sweeping up after children have used the sand tray. This allows children to begin to understand the importance of risk and safety.

The nursery is well-resourced and children independently access their own resources and self-initiate their own play. Resources are of good quality and are age and stage appropriate, offering a range of learning experiences. There is effective storage, which allows staff to alternate resources to engage children in learning and present learning opportunities in a variety of ways. Resources are stored in low-level baskets for babies, whilst older children access resources from open shelving.

Children are well prepared for the next stage in their learning through purposeful transition procedures. For example, staff attend transition meetings with school teachers and they are invited into nursery, parents attend meetings so that they are informed of their child's developmental stage and a transition document is completed. If children move on to other day care providers, summaries of learning are provided. This enables enhanced support to be given to children at times of change and shows staffs' commitment to partnership working in ensuring children's individual needs are well met.

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

There have been vast improvements in the short time since the last inspection. This inspection was a brought forward inspection due to two actions being given to the provider by Ofsted, preceding this inspection. Concerns were centred around equipment and toys being age appropriate and safe, and ensuring each area of learning was planned with a mix of adult and child led activities which provided continuous provision. There were no concerns regarding these issues during the inspection. Management have been very proactive in addressing concerns and have endeavoured to develop the nursery further. A major change has been in the way that rooms in the nursery are used. The nursery provision now operates from the ground floor, while the out-of-school provision operates from the first floor. This has improved the children's free flow to the outdoors and has created rooms where resources are age appropriate offering challenge and supporting children in their learning and development. These improvements will support the provider to ensure that they continue to meet the needs of children. Self-evaluation is strong and many areas have been developed since the last inspection. For example, new resources have been purchased, action plans been developed with focused priorities for change, staff training has increased and better relationships have been formed with outside agencies.

Children are safeguarded and well-protected in the setting because staff have a good knowledge of the safeguarding procedures. Staff have attended safeguarding training and are aware of who to contact should they have a safeguarding concern. Children are well-supervised, and the staff are vigilant in ensuring that children stay safe. For example, staff ensure that the front door is open individually to each visitor, a secret password is used in the event of an unknown adult collecting a child, and daily safety sweeps are undertaken. Written risk assessments are in place for all areas of the provision and are regularly reviewed, which means that staff give a high priority to children's safety. Staff are also vigilant in their daily practice. For example, staff monitor the car park to identify any unknown cars. In addition, a thorough record of accidents, medication and attendance are documented to further protect children and promote their welfare.

The nursery environment is open, bright and engaging. Children's artwork is displayed throughout the setting and displays support children in their learning. For example, the toddler room shows art activities that have been undertaken throughout each month of the year. Children access the outdoors every day, where they can explore and extend their play. For example, children use cars to push and pull as they explore the concept of speed. Children are cared for in rooms which cater for different ages, this ensures that children are provided with age appropriate activities which engage them in learning and develop their skills. The staff understand their responsibilities in meeting the learning and development requirements. The manager assesses and monitors learning programmes and children's progress to ensure that children progress well towards the early learning goals.

Self-evaluative practice is strong. The staff team have worked together to prioritise areas for development and identify strengths and weaknesses. Staff are proactive and have a positive attitude in bringing about improvement. For example, all the management team are undertaking leadership and management training, coffee mornings have been introduced to better support parent partnerships and training is targeted to best support

children's needs. The nursery takes into account the views of parents through verbal feedback and twice yearly questionnaires. Recent feedback from questionnaires includes parents comments, such as, 'play equipment has greatly improved' and the nursery is 'very clean and safe'.

There are robust procedures in place for selection and recruitment of staff. When staff are appointed they are supported through induction procedures, regular appraisals and supervisions, monthly staff meetings and by taking part in peer observations. This supports staff in identifying good practice and sharing knowledge with their colleagues. All staff undertake statutory training and attend 'refresher' courses where appropriate, such as safeguarding children training. Staff have recently attended training on 'intensive interactions with children' and 'speech and language training'. Staff ensure that any information gained on training is cascaded to other members of staff during staff meetings. There is a special educational needs co-ordinator in place who attends regular training to ensure that children's needs are skilfully supported.

Staff have good partnerships with parents, facilitated through daily verbal exchange, newsletters, using the lending library and asking parents opinion. Parents are complimentary about the nursery and make comments, such as 'my child enjoys coming, there is always lots to do' and 'the staff here do a fantastic job, I would recommend it'. Purposeful relationships with other professionals are firmly established. The nursery works with the local authority advisory team, attends network meetings to share practice with other professionals and has links with local schools. These partnerships enhance all aspects of children's care, learning and development.

### **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>	911569
<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>	70
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Domalo Limited
<b>Date of previous inspection</b>	13/02/2013
<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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