

Hillside Day Nursery

Hillside Day Nursery, Potterswood, Britannia Road, Kingswood, BRISTOL, BS15 8DB

Inspection date

Previous inspection date

31/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

| | |
|--|---|
| 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 | 3 |
| The effectiveness of the leadership and management of the early years provision | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Children are progressing well in all areas of learning and development. Staff provide a good range of activities that are interesting and stimulating children.
- Staff have a calm, caring approach and the key person system works well. This means that children are able to form close attachments to their key person.
- There are strong partnerships with parents, carers and other professionals. Home visits help to develop these relationships before children start at the setting.

It is not yet good because

- The provider is in breach of requirements because the daily record of children's hours of attendance is not consistently maintained.
- Although children have regular access to the outside play areas, they are not able to wander freely between the inside and outside areas.

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.

Inspection activities

- The inspector observed activities in the play rooms.
 - The inspector had discussions with owners, staff, children and parents.
 - The inspector invited the manager to carry out a joint observation.
- The inspector sampled a range of documentation including children's records,
- safeguarding procedures, staff records, policies, procedures and attendance registers.

Inspector

Hilary Tierney

Full Report

Information about the setting

Hillside Day Nursery was first established in 2003. It registered under the current owners in 2013. The nursery is privately owned and is registered on the Early Years Register. The nursery operates from within a single storey premises within the grounds of John Cabot Academy in Kingswood, South Gloucestershire. Children have three playrooms and a sensory room. There is an enclosed outside play area at the rear of the premises. Children also use a forest school area adjacent to the nursery. The nursery opens Monday to Friday from 8 am to 6 pm for 52 weeks of the year, except for bank holidays. Children may attend on a full time or sessional basis. The nursery offers care to children aged from six weeks up to five years and currently has 52 children on roll, of all in the early years age range. The nursery receives funding for the provision of free early education to children aged two, three and four years. The team of 12 staff, who work directly with the children, include the owners, who are the manager and deputy. The owners both hold level 4 childcare qualifications. There are eight staff, including the cook, who hold childcare qualifications to level 2 and 3.

What the setting needs to do to improve further

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

- ensure daily hours of attendance for children and the names of their key persons are recorded.

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

- develop ways to increase children's opportunities so they are able to choose between inside and outside play.

Inspection judgements

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

Staff provide a warm, welcoming environment where children can play and learn happily. The rooms are brightly decorated with displays of children's work, which helps to promote children self-esteem and confidence. Staff carry out detailed observations and assessments on their key children, which helps them plan activities around children's interests and next steps in their learning. As a result, activities for the children are exciting and challenging and children enjoy taking part in them. For example, children create their own designs using glitter, glue and spider shapes. They chat happily amongst themselves

as they stick the glitter on the paper. Children politely ask if they can have some more glue with little or no prompting from staff, for example, a child says please can I have the blue glitter. A member of staff praises the child for asking nicely. Children use items they have collected from visits to the forest area, such as leaves and twigs. They are able to count confidently, and staff help children understand about items relating to numbers as they count the legs on the spiders. Staff recognise that in the group there are a mixed age group of children, and they are sensitive to who requires more support and any that need to be challenged. This helps to support children's differing needs as they progress onto their next stages of learning.

Pre-school children are well behaved and share and take turns with little or no prompting. Staff encourage children to explore different textures and enable them to paint freely. Children enjoy choosing colours and are confident to ask for different colours as they paint. For example, a child asks for glitter to be added to her blue paint. After they have made their handprint, the child realises the glitter is not showing. A member of staff helps the child to work out how to put glitter on her paint so it will stick, using open questions. For example, the member of staff asks, 'If the glitter will not stick on the paint when the paper is on the easel, what do you need to do with the paper to get the glitter to stick?' After some thought the child works out the paper needs to be flat. The child proudly sticks glitter to her paint and shows everyone.

Children enjoy listening to stories, eagerly finishing the sentences. They enjoy looking at books alone, in the cosy book corner. Children enjoy singing. They use actions along to the songs. All children are developing their language skills well and through regular use of sign language by staff, younger children are able to communicate well, before they can speak confidently. This means that children are able to make their needs known to staff and helps them to become confident and independent. Staff support children well in acquiring the skills, attitudes and dispositions they need to be ready for school or their next stage of learning.

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

Children are happy, confident and demonstrate they feel safe at the setting. Young children are building secure attachments with their key person. However, the daily attendance is not always up to date, as required. Babies play in a cosy room, with easily accessible resources. Staff are sensitive to their individual needs and routines. Babies sleep according to their own needs and are monitored closely as they sleep. Staff show great care and concern towards the younger children as they interact. They gently remind younger children to share. For example, when a child tries to take a toy from another, the member of staff reminds the child that another child is playing with it. Then she finds another toy, and explains that they both have one now. Older children are comfortable in their surroundings and are able to access resources easily in their rooms. They are developing good relationships with their key person and each other as they interact together.

Staff teach children about healthy lifestyles. They are reminded to wash their hands

before eating, after using the toilet and being outside. Younger children have their hands wiped before they eat. Good nappy changing procedures are carried out, which ensure children's privacy. All children enjoy snack and meal times. Staff involve children by asking them to give out the cutlery and plates. The meals are prepared on the premises and brought to the children in serving bowls, so they are able to help themselves. Staff carefully assist the younger children as they serve themselves from the large bowls, children are encouraged to try small amounts of food if they are unsure if they like them. Children sit and behave well as they eat. Meal and snack times are social and staff interact with the children talking about what they have done during the session as they wait for the food to arrive.

Children enjoy outside play and have regular access to the newly developed forest area; younger children go outside to play in the garden area regularly. Staff provide opportunities for all children to explore and investigate in the outside areas. However, even though the building is on one level and the rooms lead to the garden area, children are not able to choose to wander freely between the inside and outside areas. This means that those children who learn best outside are not always able to develop their play outside. These activities help to support children effectively in their next steps of their learning.

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

The providers have good procedures for the checking of staff to ensure they are suitable to work with children. Safeguarding policies are implemented by staff, who show a secure understanding of child protection procedures. A clear induction, appraisal and monitoring system ensures that staff are working as a team and are able to contribute to the evaluation processes in the setting. Staff training needs are clearly identified and help to ensure staff qualifications are kept up-to-date. However, although a record of children's daily hours of attendance are usually kept, staff rely on parents to sign their children in and out of the setting, these are not always completed. Staff fail to check that parents have filled them in, so as a result there is not an accurate daily record of children's attendance. This is a breach of requirements.

The providers and the staff have a good awareness of their responsibilities in meeting the learning and development requirements. Staff completed detailed observations and assessments on their key children; as a result, activities provided target children's next steps and interests. Staff complete progress checks for children aged two years and share these with parents, which helps them to monitor children who may need extra support.

Partnerships with parents and carers are strong. Detailed information is shared with parents' on a regular basis. Verbal exchanges of information take place on a daily basis, which helps to keep parents informed. Staff carry out home visits, sharing days and regular parents evenings to help keep them informed about their child's progress. The staff provide resources for the parents to use at home, such as story sacks, cookery sack and chatterboxes. A detailed notice board contains information of future events and

relevant information such as how to help communication with children. Parents comment on how happy they are with the care provided and how settled their children are. All parents know their child's key person, and who to speak to if they have any concerns. Partnerships with other professionals and early years settings that children attend are developing well. Detailed information is shared between them to ensure that all adults are able to contribute to the child's learning.

The new owner/managers have ensured that both the staff and parents are able to share in the evaluation of practice, since they have taken over the ownership. Evaluation has been largely effective with areas to develop that will benefit the children being clearly identified. The setting have also completed the Bristol Quality Assurance scheme, which has helped them to evaluate their practice.

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 | EY461545 |
| Local authority | South Gloucestershire |
| Inspection number | 913628 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 33 |
| Number of children on roll | 52 |
| Name of provider | Hillside Day Nursery Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 0117 9604330 |

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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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