

Hillside House Day Nursery

Lower Common Lane, Scissett, Huddersfield, West Yorkshire, HD8 9HL

Inspection date	25/02/2014
Previous inspection date	23/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- Educational programmes provide interesting and challenging experiences across the seven areas of learning that help children to make strong progress towards the early learning goals.
- Parents are kept well informed about children's progress and this means they can give them good levels of support at home that promote continuity in their learning.
- Safeguarding is given utmost priority in the nursery and this means children are protected at all times and are developing a comprehensive understanding of how to keep themselves safe.
- Professional development is well established and effective in helping practitioners to improve their knowledge and skills. As a result, children are making strong progress in their learning because they are supported by staff who, overall, have a high standard of teaching.

It is not yet outstanding because

- Information about the skills the youngest children have attained is not always obtained from parents when they enter the nursery. As a result, planning is not fully tailored to meet the individual needs of all children from the outset.
- On occasions, practitioners are not perceptive to children's cues and this means sometimes opportunities to explore their ideas and extend their knowledge using open-ended questions are missed.

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 in the five playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the registered provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

Hillside House Day Nursery 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 a converted Victorian school building in the village of Scissett, near Huddersfield. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is an enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 109 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance the already strong systems in place for planning for children's learning by finding out from parents what skills the youngest children have attained when they enter the nursery, to ensure planning is fully tailored to meet their individual needs from the outset
- enhance the overall high standard of teaching by encouraging practitioners to be more perceptive to children's cues during their play, so that they recognise more opportunities to use open-ended questions that help children to make connections in their learning and explore their ideas in more detail.

Inspection judgements

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

The nursery is welcoming, vibrant and lively. Practitioners have a comprehensive knowledge of the Early Years Foundation Stage and this means they can provide children with a wide choice of stimulating activities that capture their interest and motivate their learning. For example, practitioners use a trip to the library to find books that support children's interest in dinosaurs. Children learn to think critically and solve problems, such as how they can measure a dinosaur that is bigger than any of their measuring tools. Imaginative practitioners help them to make connections in their learning by investigating how a dinosaur's skeleton is different to their own. There are instances where some practitioners miss opportunities to use open-ended questioning to extend children's thinking. This means children's knowledge and ideas are not explored in as much detail as

they could be. For example, during a painting activity practitioners overlook the chance to help them make comparisons between their footprints and those of the animals they are using, or look at how the colours change as they begin to merge. Nevertheless, children are making strong progress in all areas of learning. The well-planned baby room means the youngest children have lots of room to move and explore. A wide range of natural resources including sand and items from 'treasure baskets' capture their curiosity and promote their physical development through sensory play.

The nursery team work together to plan educational programmes that prepare children for moving on to school. As a result, children enjoy a rich variety of adult-led educational programmes that focus on the specific areas of learning, for example, developing early literacy skills and understanding technology. Children's communication and language skills are promoted by practitioners through lively story times using books children have chosen from the library, everyday discussions and small group activities. Group time encourages them to share their 'wow' moments from home and help to build self-esteem in children who are less confident. The nursery works closely with speech and language therapists to support language development with children who enter the nursery below the expected targets for their age. They are making very good progress and the gaps for those children are narrowing. The communal activity room gives children free access to an extensive range of materials that support design and creativity, and their work is displayed around the nursery. Overall, key persons have a good understanding of where each child is in their development. This ensures children are provided with focused and developmentally appropriate educational programmes that offer them challenge and enhance their learning experiences, because they reflect their preferences for learning. For example, children enjoy play with a range of natural materials including mud and pebbles in the outdoor area. Through monthly newsletters, parents are kept informed about topics their children are investigating, such as focusing on numbers, and activities are shared with them to help them support their children's learning at home.

Practitioners work hard to promote partnerships with parents. They establish what their preferred method of communication is and through regular discussions they find out about children's interests and share their next steps. Parents are also encouraged to complete 'wow' moments to share their children's achievements at home. These are very well used and by exchanging information in this way, practitioners' knowledge about children's learning is continually updated. Children's progress records are designed to ensure parents are easily able to track their progress. They are accessible for them to view and discussions with key persons keep them well informed about how their child is meeting the expected milestones for their age. They use 'parent information share sheets' for older children to find out their starting points, and this means practitioners can plan educational programmes that are tailored to target the needs of each child and focus on the skills they have already acquired. However, this facility is not yet in place for the youngest children. Although practitioners complete settling-in observations and assess children's abilities once they have settled in the nursery, information about the skills they have already acquired is not obtained when they enter. This means planning is not fully tailored to their individual learning needs, taking into account their prior skills from the outset.

The nursery has suitable partnerships in place with other professionals and the local primary schools. Comprehensive tracking and assessments of children's progress ensure

information shared about children's learning is accurate. The required progress checks at age two have been completed and shared with all appropriate partners, ensuring children who might need early intervention are swiftly identified. This makes sure systems put in place to support them are well timed and effective.

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

Practitioners are attentive at all times, ensuring children are well supervised and kept safe. They make very good use of two-way radios to share information, and this means children's free movement between rooms and into the outdoor area is closely monitored. This ensures children's safety and protection is given the highest priority without limiting their independent explorations. They are encouraged to risk assess for themselves and consider the needs of others. For example, they learn to observe safety rules when playing in the sand, they learn about road safety when enjoying trips in the community and they are taught to use small tools carefully. Outside agencies, such as the local fire service, visit the nursery to support children's understanding of their community and how to keep themselves safe. As a result, children are developing a very good understanding of how to keep themselves and others safe. Behaviour is managed exceptionally well and children who demonstrate unwanted behaviour receive clear and consistent messages. Children are developing a thorough understanding of right and wrong, and as a result, behaviour in the nursery is excellent.

The robust key person system means children develop secure attachments and experience high levels of care from affectionate and caring practitioners. Parents comment that the 'fab staff make it what it is', 'staff are professional and superb with the children', and that they are 'secure that children are well-cared for'. When children enter the nursery, the short settling-in sessions they enjoy with their parents help the smooth transition, providing some continuity in their care. Children in the nursery exhibit confidence and self-assurance and they are keen to invite visitors to join in with their learning experiences. Children receive very good levels of support to get them ready for transition into school. Nursery routines, such as self-registration, setting tables and serving themselves at mealtimes, familiarise them with the routines they will experience in school. Key persons share detailed information with early years teachers to ensure children's care routines are supported when they move on to school. The before and after school provision means children enjoy continuity in their care and are supported by a familiar adult when the time comes for them to move on.

Children enjoy free access to outdoor play and learning in all weathers. This means they develop physical skills, while learning how exercise supports their overall health and well-being. They test their skills using large and small climbing equipment and learn to throw and catch using balls in different sizes. The youngest children are supported in achieving age-appropriate challenges, for example, going down the slide in different positions. The claps and cheers from supportive staff promote their self-confidence and encourage them to try again and again. Children explore growth and change by monitoring the development of the chicks and ducks they have incubated, and this helps them to understand the needs of others. Children develop their understanding of equality and diversity through a wide range of activities, including role play and activities they enjoy in

the community. The vicar from the local church visits them regularly to read to them and he conducts puppet shows that teach them that everyone is different. Through highly effective teaching children are beginning to understand the needs of others, and this is helping to prepare them for the larger social environment of school. This is demonstrated through the very strong peer relationships they have both with adults and each other.

Discussions at meal and snack times help children to understand how making healthy choices promotes their overall health and well-being. They enjoy a superb range of healthy meals and snacks prepared by the nursery cook. Alternative options are offered and this helps children to make choices about the food they eat. Children learn about personal hygiene through everyday care routines, and as a result, they are independent in attending to their own self-care needs when they move on to school.

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

Rigorous recruitment and induction procedures are in place to ensure practitioners are suitable to work with children. There are very clear lines of accountability and practitioners are vigilant at all times. They demonstrate a thorough understanding of their responsibilities for ensuring children are kept safe at all times and have a very good understanding of child protection issues. All practitioners have attended safeguarding training, and senior practitioners have completed advanced safeguarding training to develop their knowledge of how to keep children safe. Detailed risk assessments are in place to ensure children are kept safe, both on the premises and during trips. All members of staff hold a current first aid certificate, which means that they can give appropriate treatment if there is an accident. Security measures are strictly adhered to. Detailed records of visitors are kept. A register of the children's attendance, including when they arrive and leave, is in place and this ensures ratios are maintained at all times.

The management team is exceptionally motivated to drive improvement and continually raise the already high standards of the nursery provision. The management team seeks parents' views by finding out about their preferred method of communication, such as emails and text messaging, promoting a two-way flow of information. Parents, staff and children are involved in evaluating the provision and their views are taken into account when making changes. For example, the nursery now opens earlier to give parents more flexibility. The robust monitoring process facilitates an accurate assessment of strengths and weaknesses. This means swift and effective action is taken to address any areas identified for improvement. For example, the nursery has worked very hard to improve the opportunities for children to enjoy outdoor play. They have also recognised that their partnerships with the local schools could be improved and have plans in place to address it. Staff turnover is low and this contributes to strong relationships with parents. The manager supports parents' understanding of the nursery's practice by providing them with copies of the policies and procedures.

The management team has a thorough understanding of the learning and development requirements. Ongoing mentoring of staff ensures weaknesses in teaching are identified. As a result, training programmes are targeted to tackle any underperformance, and

improve the abilities of practitioners who are already skilled. Performance management systems ensure planned educational programmes are reviewed to ensure they offer children challenge and promote their continuing progress. Through observations the management team monitors the implementation of planned learning, and this means weaknesses in teaching practice are identified and addressed to ensure children are, overall, benefitting from high quality teaching.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY291315
Local authority	Kirklees
Inspection number	861406
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	109
Name of provider	Hillside House Day Nursery Ltd
Date of previous inspection	23/11/2008
Telephone number	01484 864926

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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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