

Inspection date	06/05/2014
Previous inspection date	15/11/2013

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

- The children are welcomed into a warm, friendly nursery, where they are valued and included, so are ready to learn.
- Children thoroughly enjoy their time at the nursery. Children of all ages are happy and confident owing to the good relationships they have with staff.
- Children feel safe and secure in the nursery and management's arrangements for safeguarding the children are robust.
- Children benefit from their time spent in the outdoor area and enjoy their learning, progressing well in the forest school environments provided by staff.
- A very good partnership between the nursery and the parents ensures key information is shared between them, which helps the staff meet children's individual needs.

It is not yet outstanding because

- The children's progress in mathematics is not as effective as in the other areas.
- Staff do not always use skilful questioning techniques to maximise children's learning.

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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environments.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and deputy manager undertook a joint observation together.

Inspector

Alison Large

Full report

Information about the setting

Hillsborough Day Nursery opened in 1995 and is privately owned. It operates from the downstairs area of a family home in the Bishopstone area, near Swindon in Wiltshire. All children have access to a secure play area, as well as a 'forest' area for outdoor learning. The nursery is open each weekday throughout the year, with the exceptions of public holidays, from 8am to 6pm. An After School and Holiday Club are also available. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 35 children in the early years age group on roll. There are also older children attending who are in the After School and Holiday Club. The nursery provides funded early years education for two, three and four-year-old children. There are six members of staff employed to work with the children, five of whom hold early years qualifications and one member of staff who is qualified in 'Forest Schools'. The nursery also employs a cook and a gardener.

What the setting needs to do to improve further

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

- extend children's learning further through discussions and asking questions to encourage them to think more
- strengthen the educational programme for mathematics so that suitably challenging experiences are planned to ensure children make good progress across all aspects of this area of learning.

Inspection judgements

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

The staff are welcoming to the children, who move around freely and are able to access a good range of activities and resources. Children quickly settle into the session and can independently make choices about their play. Each child receives an enjoyable and challenging experience across all areas of learning. Systems for assessment and planning have been reviewed and improved to ensure activities and learning experiences fully support children's interests and the next steps in their learning. The nursery ensures the monitoring of children's progress towards the early learning goals is effective. Children are encouraged to count and some are starting to recognise shapes and name colours. However, children's mathematical development is not as strong as other areas of learning. The staff use good teaching methods as they sit at the children's level, use eye contact, listen and respond to what the children say. Staff sit with children and engage in conversations with them well. For example, there are discussions about the different bugs,

things that children have been doing at home and the weather. Consequently, staff promote children's language skills well, overall, to extend their thinking, creativity and communication skills. However, some staff are less confident to question and use discussion to extend children's learning further during some activities. This means that they miss some opportunities to encourage children to think and respond at such times.

The staff team promote children's development through a good balance of child-led play, planned activities and interesting resources. For example, the nursery embraces the 'forest school' ethos and the children have access to a wonderful outdoor area where they can explore safely, choose from a variety of exciting resources and use their imaginations in their play. All children spend most of their day outside and children know the boundaries of where they can play. They have opportunities to make and play in a den or learn about growing vegetables and flowers, dig in the sand, or go hunting for bugs. These activities are effective and enhance the children's learning. Children are taught new skills, grow in confidence and rise to the challenge of trying something new. They are active learners, develop a positive attitude to their learning and become skilled at working alongside their peers. Children's independence is promoted well and they are developing skills such as putting on their own coats, waterproof leggings and boots and helping to tidy up.

The staff have implemented the progress check for two-year-old children and all documentation is in place and shared with parents. Parents are kept well informed about the life of the nursery via the notice boards and through daily chats to staff. They state they have seen their children make good progress since starting at the nursery.

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

The nursery has an effective key person system in place to help children settle and form secure emotional attachments. Staff discuss the younger children's routines with parents when the child starts and at regular intervals and staff ensure their wishes are met. Staff support children well and as they progress they become confident in their daily routines. They share daily information with parents to ensure they are aware of sleep times and food eaten, to keep them informed. Children feel safe and secure at the nursery because staff promote their safety effectively and good systems are in place to ensure the nursery remains secure at all times. Children understand the need to keep safe as they regularly practise the emergency evacuation procedure and discuss why they shouldn't run indoors in case they hurt themselves. Children are secure and safe in the nursery and feel a sense of belonging.

Effective behaviour management systems are in place. Children behave well and form positive relationships with each other and staff. They are learning to share and take turns and interact well together. Children get to know what is expected of them and become confident to make choices and decisions. Children are taught about good hygiene routines and enjoy washing their hands after messy play, before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and staff keep records of accidents and any medication administered. The nursery provides a good variety of healthy and nutritious vegetarian meals and snacks, which are

all cooked on the premises, and children benefit from the carefully balanced menu offered. Children with special educational needs are well supported by staff.

Children enjoy the outdoor play opportunities; they can climb, run and jump. Children are energetic and manoeuvre themselves with good levels of capability. Staff help support the children when they first join the nursery and as they move into the older age group. Good relationships have developed with the local schools to help the children have a successful move into school. Staff teach the children well as they develop their independence and gain the skills needed to be ready to move on. Children know what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the world around them, prepares them for future life and entry to school.

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

Since the last inspection when notices to improve were issued to the nursery, a new manager and deputy have been employed. There is now an effective management structure in place and communication with all levels of staff is very good. Children are safeguarded well because management and staff prioritise their safety. Clear procedures are now in place for recruitment and vetting of staff, which ensures all adults working with children are cleared as suitable to do so. The induction procedure for new staff ensures they develop a good awareness of the running of the nursery and their role in providing good quality childcare. There is an effective appraisal system for all staff and they are encouraged to access training to further increase their skills. Staff know their role and responsibilities concerning safeguarding and are aware of the procedures for dealing with any safeguarding concerns. The nursery ensures access to the premises is kept secure and that all staff, children and visitors sign in when inside the nursery. A range of policies and procedures are in place, including a clear safeguarding policy. All staff take responsibility and use vigilance and risk assessments to promote children's health and safety inside the nursery, as well as outside. They provide children with an inclusive environment and the nursery promotes equality and diversity well. Systems for self-evaluation, monitoring and evaluating the nursery's practice are now fully in place to enable the nursery to identify their strengths and any areas to develop.

The manager and deputy monitor the staff's planning, to ensure the planning of activities in each age group is purposeful and responds to children's interests. Children's opinions are also sought and used to influence the planned activities. Regular meetings with staff ensure that information is shared and that all staff can contribute to the decision making. Children are supervised well, and staff deployment is effective to ensure ratios are maintained. The partnership between parents and the nursery is very good. Parents are kept informed about daily routines and staff take the time to talk to parents about their children's day. Parents express confidence in the standard of care, communication and their child's preparation for the future. They feel very welcomed into the nursery and are happy with the progress their children are making. Most parents explained they chose the nursery because of the caring staff and the excellent outdoor opportunities offered to the

children. Parents are encouraged to contribute to their children's progress records and become involved in the sharing of the children's learning and development. The nursery management has systems in place to link with other providers, where children attend more than one setting, to aid the continuity of children's care between provisions.

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	109117
Local authority	Swindon
Inspection number	963062
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	35
Name of provider	
Date of previous inspection	15/11/2013
Telephone number	

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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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