

Hillcity Day Nursery

Tamerton Drive, MANCHESTER, M8 0DH

Inspection date

Previous inspection date

22/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

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

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

- Practitioners demonstrate that they know children well and how best to extend and support their learning and development. As a result, the quality of teaching is consistently good and children's interests are ignited.
- Practitioners demonstrate a secure understanding of the possible indicators of abuse and how to proceed should they have any concerns about children. Therefore, children are protected from harm while in the nursery's care.
- Practitioners understand the importance of establishing effective partnerships with parents and other professionals in order to meet children's individual needs.
- The leadership and management team demonstrate a strong commitment to evaluating the service they provide. They successfully identify and address targets for improvement in order to continually raise the quality of their practice for children.

It is not yet outstanding because

- The outdoor area is not used to best effect in order to ensure that children benefit fully from the wide range of experiences that the outdoor environment offers them.
- There is scope to improve the organisation of some of the activities to further support children's engagement.

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 nursery.
- The inspector and the manager completed a joint observation.
- The inspector checked evidence of suitability and qualifications of practitioners, the nursery's self-evaluation documentation and action plans.
- The inspector looked at a sample of paperwork, including children's development files and the nursery's policies and procedures.
- The inspector spoke to parents to ensure their views were taken into account.

Inspector

Karen McWilliam

Full report

Information about the setting

Hillcity Day Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single storey, detached building in Manchester and is managed by Wise Masterbuilders Childcare. It is one of three nurseries owned by the same providers. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one member of staff that has achieved Qualified Teacher Status. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 60 children attending who 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 is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- improve the use of the outdoor environment to provide an enhanced range of experiences for children
- review the organisation of some planned activities to minimise distractions and disruptions.

Inspection judgements

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

Practitioners demonstrate a good understanding of child development and how children learn. They constantly interact with children challenging and extending their learning. The quality of teaching is good and the educational programmes have breadth and depth across the seven areas of learning. As a result, within the nursery children are busy and enthusiastic with a good disposition to learning. Prior to admission parents and practitioners complete all about me and gradual admission forms to ascertain information, such as children's likes, dislikes, routines and prior skills. Consequently, practitioners know children well before they are left in their care and can take their learning forward. Practitioners throughout the nursery complete regular observations of children and assess their progress. They then use this information to plan meaningful and relevant experiences that motivate children to learn and effectively support the progress they make. Therefore, children acquire the necessary skills for their future learning at school. Practitioners involve parents in their child's learning and development through numerous methods. For

example, children's development files are available and accessible, practitioners regularly send home suggested activities for parents and children to complete at home and parents are welcomed in to the nursery to talk about their jobs with children.

Children's communication and language development is very well supported. Practitioners skilfully question children and intuitively ignite their interests. For instance, while playing outdoors children say that they want to go on a bear hunt. Practitioners respond immediately, enthusiastically leading the way in this popular story. Consequently, the whole outdoor area is used and many more children join in as they 'squelch' through mud and 'swish' through water. Throughout this experience children are completely enthralled and readily join in. As a result, their vocabulary is extended as they join in with the repeated refrains and link their actions to words in a fun and meaningful way. Furthermore, regular song and story times and the use of visual aids ensure all children, including those for whom English is an additional language, acquire a good acquisition of language. Children with special educational needs and/or disabilities are very well supported. They are referred to the nursery's special educational needs coordinator, who works alongside parents and other professionals, such as, the speech and language team and the local authority area special educational needs coordinator to ensure targeted interventions are in place to meet children's individual needs. Within the baby room practitioners demonstrate that they understand the importance of supporting babies personal, social and emotional development, their physical development and communication and language skills.

Children make good progress in their mathematical development. This is because practitioners routinely use mathematical language in their play and numbers are clearly displayed within the environment. For instance, practitioners ask children questions, such as 'How many more do we need to make seven?' and 'What shape is it?' In addition, numbers are brought into everyday routines, for instance, the children count together as they line up to go out to play. Young children competently recite and recognise numbers from one to 10 and recognise familiar shapes in the environment. For example, while playing with the peg boards children announce they have 'Drawn a square' as they draw around the board. In addition, children have access to jigsaws, various sized containers in the sand and water trays and different shaped cutters in the play dough. Consequently, children learn about numbers, shapes, pattern, weight and measure. There are a good range of tools available and accessible for children to make marks, such as paint, pencils and crayons. Children confidently talk about their pictures, giving meaning to their marks. For example, children tell practitioners that they are painting a bear like the one in the display on the nursery wall. Children competently sound out the initial sound of their own name and point to their friend's names that begin with the same letter. In addition, children play in a print rich environment and are beginning to form recognisable letters and write their own names. Therefore, children are making good progress in their literacy development. Children competently use scissors to cut paper and create pictures and patterns with small pegs. They have access to a large outdoor area where they ride wheeled toys around a track, play ball games, balance on stepping stones and have ample space to run around. All of which supports their overall physical development. Children generally enjoy the outdoor activities that are tailored to their individual needs. Although, there is scope to improve the experiences for them, for example, by further improving opportunities for children to explore the forest areas. Children play and learn in a fully

inclusive environment. Photographs of their families are displayed around the nursery, they play with resources that positively reflect diversity and they explore a wide range of cultural festivals. Therefore, children learn about the diversity of the world in which they live.

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

Children are extremely well settled and confident within the nursery. This is because settling-in sessions are tailored to meet each child's needs and practitioners are warm and welcoming. They form good relationships with children and their families to support them while they are familiarising themselves with their new surroundings. Children show they feel secure by confidently exploring the nursery and welcoming practitioners and visitors in to their play. Practitioners effectively support and encourage children's independence. For example, all children help to tidy up while older children also serve their own meals and put on and take off their own coats. Children are very well prepared for their move to the other rooms in the nursery. For example, they mix with the children and practitioners on a daily basis while outdoors. Therefore, they get to know each other really well before they move up which ensures they have a smooth transition.

Children are generally very well-behaved and engaged in activities. Although, some planned experiences offered to children are organised near to more boisterous activities meaning that on occasions children become distracted, which disrupts the activity. Practitioners are excellent role models who are calm and consistent in their approach. They routinely praise children's achievements to build on their confidence and self-esteem. Children's awareness of keeping themselves safe is promoted through a good range of planned and spontaneous activities. For example, they take part in evacuation drills so they know how to proceed in an emergency, such as a fire and practitioners sensitively remind children to use the bikes safely so they do not hurt themselves. Children have access to a good range of resources which are safe, clean, accessible and age-appropriate.

Children's health is effectively supported. Practitioners give children clear messages about the importance of having a healthy lifestyle. For example, children wash their hands before meals and after playing outdoors. They are served healthy and nutritious meals and snacks, such as, fresh fruit and vegetables. Water is always available and accessible for children to drink when they are thirsty. Furthermore, children promptly dispose of tissues when they have wiped their noses. Children play and learn in a clean environment and benefit from daily exercise in the fresh air, all of which contributes to children developing healthy lifestyles.

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

Practitioners demonstrate a secure understanding of their role in safeguarding children. They know the possible indicators of abuse and how to proceed should there be any concerns regarding any child in their care. They are also very clear about who to report concerns to should there be any allegations against the adults in the nursery. Robust

recruitment procedures ensure that all adults working within the nursery are suitable to do so and rigorous risk assessments and daily checks ensure that the premises are safe for children to play and explore in. Entry into the building is secure which means no unwanted visitors can gain access. All of which contributes to children being kept safe from harm while in nursery.

The leadership and management team demonstrate a secure understanding of the learning and development requirements. They have implemented a good range of monitoring systems to ensure the educational programmes have breadth and depth across the seven areas of learning and development and support children's progress. For example, the manager checks each child's development file and individual planning on a weekly basis. All the documentation required to effectively monitor the progress children make over time is in place and practitioners understand the requirement to assess each child's progress between the ages of two and three years. In addition, practitioners demonstrate that they know their key children extremely well and how best to move their individual learning forward. Peer observations, supervisions and appraisals are used to manage any underperformance and identify any training needs. Furthermore, the manager works alongside practitioners to support and continually improve the quality of teaching. For example, through observing her team the manager identified that practitioners in the pre-school room required 'letters and sounds' training. This has been recently addressed to further improve the programmes to support children's literacy development. The management team demonstrate a clear commitment to continuous improvement. They routinely evaluate the service they provide and write action plans to drive the improvements forward.

Partnerships with parents are positive and very well established for the short time the nursery has been open. Parents spoken to are extremely complimentary of the nursery and the practitioners. They say they trust the practitioners implicitly, they are amazed at the progress their children have made and their children have started to eat a better variety of foods since starting at the nursery. Partnerships with other agencies and professionals are also being established to support children's individual needs. Practitioners demonstrate a secure understanding of the advantage of liaising with teachers, when the time arrives for children to move on to school, in order to ensure a consistent and complementary approach to their 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	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	EY473736
Local authority	Manchester
Inspection number	947922
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	60
Name of provider	Wise Masterbuilders Childcare Ltd
Date of previous inspection	not applicable
Telephone number	07828118358

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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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