

Hill Row Day Nursery

35 Hill Row, Haddenham, Ely, Cambridgeshire, CB6 3TQ

Inspection date

13/06/2014

Previous inspection date

01/11/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 provide a stimulating environment, both inside and outside in the garden. Children are able to play and explore independently, and in this way learn skills attributed to active learners.
- The monitoring of children's progress, educational programmes and staff performance is thorough. This means that support needs can be quickly identified and actions taken to rectify the situation where necessary.
- Children are protected in the nursery because staff have a good understanding of local procedures and value children's safety at all times.
- Staff ensure parents are well informed about children's progress and offer helpful advice about how to support learning at home. As a result, good partnerships are evident and children are happy and settled at the nursery.

It is not yet outstanding because

- Occasionally, some staff do not always recognise when to intervene and promote children's learning further during their self-chosen activities. As a result, learning is not always maximised at these times.

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 inside the nursery and outside in the garden.
 - The inspector held a meeting with the assistant manager and spoke with children and staff at appropriate times throughout the inspection.
 - The inspector and assistant manager took part in a joint observation.
 - The inspector took the views of parents into account.
- The inspector looked at children's learning files, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full report

Information about the setting

Hill Row Day Nursery opened in 1996 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from a large bungalow in Haddenham, Cambridgeshire. All children share access to an outdoor play area. There are currently 57 children on roll, 37 of whom are in the early years age range. The setting is open each weekday from 8am to 6pm for 51 weeks of the year. There are 10 members of staff, who work with the children, all of whom hold appropriate early years qualifications. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's progress even further by ensuring that all opportunities to extend children's learning are maximised, especially during self-chosen activities.

Inspection judgements

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

Staff at the nursery provide a stimulating environment and have a good understanding of how children learn through play. They plan plenty of interesting activities to capture children's interest, and as a result, children are active and enthusiastic learners. Staff consult with parents about children's abilities and encourage them to share information about learning at home. In this way, achievements are celebrated and there is a coordinated approach to enhancing children's progress. Staff observe children as they play and make accurate assessments of their development. This enables children's next steps in learning to be planned effectively and their good progress promoted.

Focused adult-led activities with small groups or individual children are carefully planned and support children's learning well. Staff skilfully lead discussions during these times using open questioning and comments to promote children's thinking and develop their knowledge and understanding. For example, children carefully decorate biscuits they have made for Father's Day. Staff encourage them to consider how they will spread the icing, what pattern they will form and which piece of cutlery will be the most successful for the task. They discuss the different shapes of the small, intricate decorations and children even recall the word 'sphere' in relation to the silver balls chosen. Staff prompt children to help count spoons of icing sugar, and this too supports their mathematical development and the associated language. Children concentrate well as they complete their task and attract the attention of friends. This boosts children's self-esteem well as everyone admires the finished article. Children also enjoy plenty of opportunities to lead their own play, and

this encourages them to be independent and active learners. However, occasionally some staff do not always use the same high level of teaching at these times. Consequently, some learning opportunities are missed.

Children love to spend time in the garden where they are able to play and learn successfully. Staff ensure children are able to extend all learning opportunities in this area, and this is of great benefit to those who prefer the outdoor environment. On warm days, staff gather interested children inside the tent to hear a story, while other children busily write in small notebooks or draw pictures. This enhances children's development in this area and makes a good start to providing the skills needed for their next stages in learning, including school. Communication skills are fostered well by staff who understand the importance of children being able to convey their wishes. Those learning English as an additional language do so quickly because staff take the time to support them individually and learn key words in children's home language to support development. Children with special educational needs and/or disabilities are equally well supported and make good all-round progress from the starting points.

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

Children are happy and confident at nursery and they demonstrate this as they independently move around the setting and follow routines. This is because partnerships with parents are effective and staff are well informed about children's care needs and preferences. The key-person system is good and staff are knowledgeable about children's individual backgrounds. Consequently, children build strong attachments to staff and friends alike. Children's good health is promoted well through nutritious snacks and meals. Staff also provide playful activities to help children identify healthy foods, and this proves to be a valuable exercise as children recall what they have learned and choose their snack accordingly. Staff have a good consideration for children's safety when they play outside or make trips to the local area. Sun cream, hats and reins are all part of the familiar routines, and in this way children learn to protect themselves in the future.

The environment is well resourced and generally offers challenge and interest to all children so that their development is enhanced across the seven areas of learning. This includes the garden, where children enjoy plenty of fresh air and exercise. Here they love to ride bikes and scooters around a track and quickly learn how to steer around each other. They take other small risks as they run and climb, enabling them to learn the skills needed to keep themselves from harm. Behaviour is generally good and this is because staff have been trained to offer a consistent approach to managing this aspect and have firm boundaries in place. Careful preparations are made ready for children's move to nursery or school, such as visits to new settings and enabling children to get to know new teachers. Staff understand children's possible anxieties at this time and so practical activities, such as practising changing into shorts and tee-shirts, are all successfully put in place. This also enhances children's independence skills and supports their emotional well-being effectively.

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

Managers have a good understanding of their responsibilities to ensure that practice meets the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Staff consider safeguarding to be a high priority and have a good understanding of local safeguarding procedures. They have attended training and know how to identify and report concerns they may have about children in their care. A good range of policies and procedures support their work, and all staff know how to implement these in practice. Recruitment procedures are effective and include background checks, an induction to the nursery and trial periods of employment. In this way, only the most suitable staff are employed at the nursery. Supervision and professional management systems are good, and as a consequence, all staff are well supported to continually improve their performance. Staff also attend training whenever possible, and this helps to enhance their skills and knowledge effectively. Managers further support staff to improve their practice by writing detailed and informative activity plans and by observing staff as they work with the children. As a result, children benefit from current childcare practice and their good progress is promoted well as they play and learn at nursery.

Self-evaluation is good and captures the views of staff, children and parents. Action plans are firmly targeted to improve children's learning, and currently this includes making further improvements to the garden. A particular strength of the nursery is the effective monitoring of children's progress and the educational programmes put in place to support learning. These good systems highlight any gaps in the provision and ensure that support needs are quickly identified and children receive appropriate interventions to meet their individual needs where appropriate. This contributes to ensuring children make good progress while they are at nursery, considering their different starting points.

Partnerships with parents are strong. They share their positive feedback about the nursery and talk about how settled their children are. They attribute this to the constant staff team and appreciate the warm greeting they receive at the door as they drop off and collect their children every day. Parents are pleased how children's social skills have improved considerably since attending. Partnerships with outside agencies, other providers and local schools are well established, and consequently there is a coordinated approach to children's care, well-being 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	221590
Local authority	Cambridgeshire
Inspection number	871286
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	57
Name of provider	Hill Row Day Nursery Partnership
Date of previous inspection	01/11/2010
Telephone number	01353 741340

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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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