

Hurst Hill Nursery

Hurst Hill Primary School, Paul Street, Coseley, Dudley, West Midlands, WV14 9AJ

Inspection date

21/05/2014

Previous inspection date

26/02/2010

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 give high priority to safeguarding children. They are proactive in ensuring children are cared for in a safe and secure indoor and outdoor learning environment that protects their welfare.
- Children are supported by dedicated and knowledgeable staff to explore, investigate and be motivated to learn in this inclusive and stimulating nursery. Children make very good progress in all areas of their learning and develop very strong relationships that promote their well-being.
- Partnerships with parents, external agencies and other professionals, such as school teachers, are very well established and make a strong contribution to meeting all children's individual needs.
- The managers regularly monitor the educational programme and the performance of staff. Training needs are identified as part of their supervision, which motivates staff and helps to continually improve their knowledge and practice.

It is not yet outstanding because

- Managers are not informing parents when policies have been updated or fully supporting staff to evaluate progress made in their practice. In addition, the learning environment does not fully reflect the languages children speak at home.

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 pre-school playrooms and outdoor classroom, and observed the security and safety within the environment.
- The inspector held meetings with the managers of the pre-school provision and the primary school headteacher, who is also the registered individual for the nursery.
- The inspector took account of the views of parents and carers spoken to on the day of inspection and included in the self-evaluation.
- The inspector spoke with the staff about safeguarding, the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, including safeguarding and complaints, risk assessments, children's assessment and planning records, and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of all staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Dianne Adams

Full report

Information about the setting

Hurst Hill Nursery was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a committee and is based on the site of Hurst Hill Primary School in Coseley, West Midlands. Children access an enclosed area for outdoor play. The nursery offers pre-school provision and an after school club. The pre-school provision opens during term time from 8.30am until 11.30am and from 12.10pm until 3.10pm. The after school club opens during term time from 3pm until 6pm Monday to Thursday, and from 3pm until 5.30pm on a Friday. The nursery employs six members of childcare staff, including the managers. Of these, four hold appropriate early years qualifications at level 2 and 3, one holds a level 6 qualification and the pre-school manager holds level 4. There are currently 74 children on roll, of whom 48 are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery has very close links with the host school and with the local authority.

What the setting needs to do to improve further

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

- enhance communications with parents and carers to ensure they are informed of policies and procedures as they are updated throughout the year
- strengthen the supervision provided for staff to support them to reflect and monitor the progress they make in their knowledge, understanding and practice
- support children further to develop and use their home language in their play by, for example, giving children more opportunities to see written text in the environment linked to those languages.

Inspection judgements

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

Teaching is of a consistently high quality, which ensures children are very well supported to develop the characteristics of effective learning and be ready for school. Staff provide children with a caring and very stimulating environment in which they easily access a range of very good quality resources. Children are supported very well to combine resources and move them from the indoors to the outdoors. This enables them to play, explore and investigate, testing their own ideas. For example, children show great fascination and curiosity for insects in a wooden trough filled with dried leaves in the

outdoor classroom. However, they show their dismay as they struggle to see the tiny bugs which scurry under the leaves. Staff immediately tune into their curiosities and interests and engage them very well to support and extend their learning. Staff model being a thinker and encourage children to solve the problem together. After being given time to think, children decide that using magnifying glasses would make it easier to see the insects more clearly. This develops children's confidence and supports them to be creative and to think critically. Children excitedly collect magnifying glasses and a basket of other tools, such as garden gloves and forks, stored in the indoor classroom. They have great fun using these items as they wander around the outdoor environment investigating the natural world. This develops their skills for technology and motivates them to be curious for the world around them.

Children thoroughly enjoy exploring and expressing themselves using different media and materials. During a butterfly printing activity, children concentrate very well and develop their physical skills as they make marks on paper using a paintbrush and paint. They are supported by staff to develop their skills for technology as they observe pictures of a butterfly on an electronic device. Children use mathematical language during discussions with staff as they describe the 'oval' shape of the butterfly's body and count two antennae. When children have finished, staff ask open-ended questions, such as 'Where shall we put the wet paintings?' This encourages children to think and to be independent. When some children point rather than using speech, staff give lots of praise and sensitively encourage children's language development by saying, 'Yes we put it on the drying rack'. Children benefit from seeing their work and photographs of themselves and their families proudly displayed throughout the nursery. This develops their self-esteem and their awareness of the similarities and differences between themselves and others. Children's learning of the world around them continues as they are made aware of different cultural, religious and community events throughout the year. For example, when exploring Saint Patrick's Day, children and staff dress in green and learn Irish dancing. Some children who attend the nursery speak languages other than English at home. Staff work closely with parents to become familiar with different words in order to support children to use and develop their home language in their play. However, the environment is not rich in text linked to languages children speak at home. This does not support children to see and read words in their home language.

All staff complete initial and ongoing assessment consistently well from the moment a child starts in the nursery. This ensures staff are very knowledgeable about the individual progress each child makes and where they need support. As a result, children make very good progress in all of their learning, which prepares them very well for school. Staff constantly observe children during their play. They record their observations in each child's online 'learning journal' using a combination of photographs, text and video clips. All staff successfully link the observations to all seven areas of learning and use the information to identify what age band of the Early Years Foundation Stage the child is working within. The online 'learning journal' is available to parents, who record observations of children's learning seen at home. This enables very good partnership working and supports parents to be fully included in their children's learning. The key person constantly reviews the changing learning targets of each child and effectively shares the information with the staff team. Staff effectively use the online Learning journal to monitor and track different groups of children's learning. They work closely with parents

and other professionals to ensure any gaps in children's learning are swiftly closing. For example, staff work alongside speech therapists and follow children's individual learning plans where children have special educational needs and/or disabilities. In addition, staff are proactive in seeking support from school teachers, to work with children who are identified as being gifted and talented in their speech and language. This is very much valued by parents, who state that they are 'very grateful' for the support their children receive and that this helps to ensure their children 'make extremely good progress'.

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

All children and their families are supported very well to be emotionally prepared for their move from home to the nursery. The effective key-person system enhances the relationship with children and their families. For example, the key person completes a home visit to meet the family and child before the start of the placement, in order to become familiar with the child's routines, lifestyle, interests and languages spoken at home. This information is used as part of a review with parents and carers of the child's individual needs, and leads to an agreed settling-in period. This ensures all children and their families settle with ease into the nursery and develop strong and secure attachments. This promotes children's well-being and ensures they feel safe and secure. Parents comment positively on the very good relationship children enjoy with staff and how their children 'talk about staff at home all the time'.

Staff ensure children are supported to embrace the new experience of moving on to school. Children share the learning environment with children in reception class throughout the day, which helps them to build strong relationships with each other and with adults. To ensure children are well prepared for the move to school, staff plan visits in the summer term for children to join in with activities, such as school assemblies. This helps children to become familiar and confident with the school routines and ensure they move from nursery to school with ease and confidence. Staff are deployed very well and help children to be confident with the rules and expectations for good behaviour. This results in children learning to keep themselves safe and showing a great deal of respect for each other and for others. For example, children confidently and safely negotiate the space outdoors while riding bikes and playing interactive games. They politely say 'excuse me', 'please' and 'thank you' to each other when climbing on large apparatus.

All children are learning the importance of a healthy lifestyle, which promotes their physical well-being very well. They benefit from a cafe-style snack time, which means they choose when to have a snack and drink at any time throughout the session. This supports them to be independent and make good choices. Children develop their self-care skills very well as they select from a wide range of fruit, such as bananas and oranges, which they peel for themselves. All children thoroughly enjoy being able to choose to play outdoors throughout the session. They show great fascination for the natural world as they dig in the grass, explore a wooded area and enjoy planting and growing. They demonstrate a good understanding of how to keep themselves safe in the sun as they explain to visitors that they must wear a hat to stop them from burning.

The effectiveness of the leadership and management of the early years

provision

All staff give high priority to safeguarding children. They all ensure the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage are fully met. Staff are recruited and vetted rigorously, which ensures that they are suitable to work with children. All managers and staff demonstrate a strong knowledge and understanding of child protection issues and the action to take if concerned about a child's welfare. At the beginning of the placement, parents are given clear and concise records, policies and procedures, which ensures they are fully informed. However, parents are not consistently informed of policies and procedures as they are updated throughout the year. Consequently, they are not always aware of changes in policy and practice which affect their children. Ratios are maintained very well and staff are deployed effectively to ensure children are supervised at all times. Staff work closely with the school to ensure security within the environment is robust. For example, door handles on side doors of the school which lead to the outdoor space have been raised out of the reach of children. Also, the time of children's arrival has been altered so that they are safely inside the classroom as school children arrive a little later. This culture of safety is supported by concise risk assessments which are completed by staff and result in children benefiting from a safe and secure environment, both indoors and outdoors.

Leaders and managers work closely with staff to observe and monitor their practice and the educational programmes well. Staff provide each other with mutual support and work together as a team to promote continuous improvement. Regular supervision and appraisals give staff the opportunity to discuss their training needs and where they might need support, which contributes towards their professional development. This is enhanced by a very good programme of training to ensure all staff are developing their knowledge and skills. However, managers do not fully support staff to reflect back on the progress they have made with regard to their learning targets. Senior managers regularly check the planning and assessment of children's learning, so that each child's progress is closely monitored in order to plan focused next steps.

Staff use a self-evaluation document to successfully identify the strengths of the nursery and the areas for future improvement. Recommendations from the previous inspection have been addressed. For example, staff now benefit from supervision, there is a culture of self-evaluation and accident records are maintained securely. Plans for the future development of the nursery include developing the confidence of staff so that they effectively observe and evaluate each other's practice, and further developing the outdoor area so that children can continue to explore and develop their imaginations. The views of parents, carers and children are actively sought and the quality of the nursery and experiences provided for children are improved as a result. For example, staff act quickly and in partnership with the school and local authority when some parents show concern for children's safety when outdoors. Most parents and carers spoken to on the day of inspection demonstrate their complete satisfaction in the service provided. They feel staff go the 'extra mile' to provide their children with very good support to ensure they make continuous progress in their learning. They feel their children benefit from consistency in their care and learning because of the good communication they have with the staff. They feel this is enhanced with the use of the online 'learning journal', weekly newsletters and

regular parents' evenings. They state that this gives them the opportunity to share what their children have achieved at home and agree what support they may need in the future.

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	253868
Local authority	Dudley
Inspection number	975477
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	74
Name of provider	Hurst Hill Play school and Out of School Club Committee
Date of previous inspection	26/02/2010
Telephone number	01384 818845

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

