

Hillside Nursery

Hillside Primary School, Lords Lane, Bradwell, Great Yarmouth, Norfolk, NR31 8PA



Inspection date

24 March 2015

Previous inspection date

15 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff work exceptionally well together to facilitate the smooth running of sessions, allowing seamless moves between play and routines, so children are continually engaged and active.
- Staff demonstrate good teaching techniques and some teaching is outstanding. They offer children interesting play opportunities, which children involve themselves in for long periods. As a result, children are eager to learn.
- Children's well-being is considered a high priority for the nursery. Staff work exceedingly well with parents and carers to ensure that important information about children's well-being is shared. This includes how they can safely and effectively meet each child's specific dietary and medical needs.
- Children are happy, confident and secure within the nursery because staff have developed close relationships with them.
- The manager is very enthusiastic and prioritises staff and children's interactions. She has an in-depth knowledge of the Early Years Foundation Stage and implements it well.
- All staff have childcare qualifications and they are supported to attend regular training to increase their professional development and skills. Staff induction and ongoing supervision make certain that staff continue to work effectively and appropriately with the children.

It is not yet outstanding because:

- Ways to obtain information from parents about their child's ongoing achievements at home are not fully effective in order to complement learning and enhance the planning of future activities.
- Monitoring of assessments does not fully reflect the range of groups of children attending the nursery.

What the setting needs to do to improve further

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

- devise ways to encourage parents to share ongoing information about children's development, in order to further complement and support their learning
- enhance the monitoring of children's assessments to track the progress of a range of different groups, in order to target any specific interventions even more precisely.

Inspection activities

- The inspector had a tour of the nursery and held discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the nursery's improvement plan.

Inspector

Hayley Ruane

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use their good knowledge about individual children and how they learn to offer them activities which enhance their progress. Staff listen to children and engage in conversations to enable children to express their views. Consequently, children are able to extend their language and understanding. Staff use observation and assessment effectively to support children's good progress. For example, next steps for children cover the seven areas of learning. However, ways to obtain information about children's ongoing achievements from home are not maximised in order to complement children's learning in the nursery. Children take part in activities to develop their mathematical skills. For example, children count out buttons to represent a number. Staff point to each button in turn, supporting children to count. Outside, children are helped to recognise numbers on the hopscotch. They develop their physical skills as they jump over the numbers. As a result, children develop the skills that they will require for future learning at school. Children are thoroughly absorbed in their play as they explore the wide range of resources on offer. Staff have developed positive relationships with parents and speak to them daily.

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

Children are very confident and express their needs very well. Staff give children a lot of praise, which supports their self-esteem. This means that children are emotionally ready for future learning, such as school. Staff help children to understand how to keep themselves safe. Children use scissors to cut paper. Staff support their safety by holding the paper securely and reminding them that scissors are sharp. Children show their independence and motivation when they help prepare tables for snack time. They sit with staff and engage in conversations to support their social skills. All children enjoy playing outside in the fresh air on a regular basis to promote their good health and physical development. Children have opportunities to play with children from the school reception class and form friendships in preparation for their move to school.

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

Safeguarding procedures are robust. All staff are able to identify concerns and know how to report them confidentially. Consequently, children are effectively safeguarded. Staff know their key children very well and track children's individual learning and development carefully. The manager monitors educational programmes for individual children. However, they are only just starting to consider the varying learning styles of groups of children. For example, differences in how boys and girls learn, to ensure that any gaps in development are narrowing. The manager regularly evaluates practice and addresses areas of practice that could be enhanced. For example, she is currently considering how they can enhance the information that parents receive when they first visit the nursery. Parents' views are sought through questionnaires and daily verbal exchanges. This builds strong and effective partnerships with children and their families. Children are well prepared for school as there are good links with feeder schools and teachers come in to meet the children.

Setting details

Unique reference number	EY395464
Local authority	Norfolk
Inspection number	859706
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	53
Name of provider	Hillside Primary School Governing Body
Date of previous inspection	15 July 2011
Telephone number	01493 661 399

Hillside Nursery was registered in 2009. The nursery employs seven members of childcare staff. All hold appropriate early years qualifications at level 3, and one at level 2. The nursery opens from Monday to Friday term time. Sessions are from 8.30am until 4pm. The nursery provides funded early education for three- and four-year-old children.

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