

Hillcrest Nursery School

22 Black Bull Lane, Fulwood, PRESTON, PR2 3PX



Inspection date	16 January 2017
Previous inspection date	4 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The recently revised management team has developed a well-coordinated approach for bringing about swift improvement, to enhance the outcomes for children. The owners' quality vision is communicated effectively to staff and is being embraced fully by them. It is improving staff's confidence and enthusiasm for their role and the good quality care and learning provided for children.
- Staff have a wide range of qualifications and experience and teaching is good. Children's learning across all seven areas is supported through a well-balanced combination of self-chosen and adult-led activities. Ongoing assessments of children's learning are completed consistently and used to inform planning and parents.
- Staff work harmoniously together. Their friendly and enthusiastic greetings create a pleasant place for children to be. This helps the children form strong bonds with their key person and promotes their sense of security. Children are confident and learning to be active learners. They are keen to explore during their play and test things out.
- Children are well behaved. They emulate the staff's good manners and courteous approach. Older children listen well to each other, seek friends to join in play and help each other to serve their lunch. They graciously share equipment and take turns.

It is not yet outstanding because:

- On the odd occasion, staff working with the youngest children do not always allow the children sufficient time to follow their own ideas. For instance, while making sandcastles, staff rush children to turn over the tub before they have had a chance to test out what they can do with the spoon.
- Staff do not always make best use of their otherwise good partnerships with parents. Any initial assessments of what children can do are not always shared, to gain the most accurate overview of children's already established skills and abilities.

What the setting needs to do to improve further

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

- support staff to develop their teaching practice even further, specifically those working with the youngest children
- work more productively with parents when children first start at the setting to establish accurate initial assessments of children's skills and abilities.

Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of a number of parents spoken to at the nursery on the day of the inspection.
- The inspector held meetings with the owner, the company's area manager, the nursery manager and deputy manager. He also carried out a joint observation with the area manager and the nursery manager.
- The inspector viewed activities throughout all areas of the premises. He observed teaching and interactions between the staff and children and assessed the impact this has on children's learning.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the setting and also looked at a range of other documentation including the attendance registers and complaints.
- The inspector checked the arrangements for staff who are trained in first aid.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

The nursery is well organised and numbers of qualified staff exceed minimum legal requirements. The premises are kept secure and children are supervised well. Changes to staff are managed effectively, to minimise disruption to the children. This helps promote children's safety and emotional well-being. The arrangements for safeguarding are effective. Staff have a good understanding of how to protect children from harm and report any child protection concerns. Staff recruitment procedures are robust and a thorough induction programme ensures staff are familiar with policies and procedures. Parents are provided with a wide range of information, including how to raise a complaint. Parents comment they are pleased with the service their children receive. A programme for staff professional development is underway and the management team is implementing robust action to tackle weaker areas of staff performance. Systems to identify gaps in children's learning and in the learning programme have been established.

Quality of teaching, learning and assessment is good

The playrooms are thoughtfully organised to entice children to explore. Staff add resources to spark children's curiosity. For instance, the youngest children delight in exploring the wooden train track by tapping the pieces together. Toddlers are intrigued by the idea of threading pasta tubes onto strands of raw spaghetti. Staff working with pre-school children are adept at responding to children's discussions. For instance, following a conversation about accidents, staff introduce bandages and other medical play equipment. This fuels children's imaginative play and extends their understanding of their world and keeping safe. Children extend their physical, social and communication skills. Staff encourage babies to babble and repeat words and toddlers enjoy action rhymes.

Personal development, behaviour and welfare are good

Staff are very responsive to children's unique moods and routines. Babies gain comfort and enjoy a cuddle when tired. Parents are encouraged to share information as they drop children off and staff provide plenty of information about children when they are collected. The nursery works very well with other services and professionals to coordinate any additional support for children who have special educational needs or disabilities. Toys and resources help to extend the children's awareness of families and beliefs beyond their own. Staff implement and encourage children to follow good hygiene procedures. The nursery's cook prepares a healthy and varied menu. Water is freely accessible to all children and staff remind children to drink regularly.

Outcomes for children are good

Children are well prepared for the forthcoming changes in their life. This includes mastering key skills to support their future move on to school. They are eager to try new things, initiate conversation and listen to others. Children join in counting and number problem solving. They know that there are more girls than boys at the table. Children are keen to use writing materials and tools to make pictures and operate simple programs on the computer. Children share experiences together. For instance, they create a balancing wall out of wooden blocks in the outdoor area.

Setting details

Unique reference number	EY291763
Local authority	Lancashire
Inspection number	1081808
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	57
Number of children on roll	85
Name of registered person	Hillcrest Nursery School Limited
Registered person unique reference number	RP524825
Date of previous inspection	4 February 2013
Telephone number	01772 719689

Hillcrest Nursery School was registered in 2004. The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2, 3, 5 or 6, including two with early years professional status or qualified teacher status. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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