

Hideaway Day Nursery

25a Station Street, Walsall, West Midlands, WS2 9JZ



Inspection date	15 February 2017
Previous inspection date	28 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders and managers are focused on raising standards in the nursery. They empower staff who use their initiative to fulfil their roles effectively. Staff are confident and competent to provide good levels of learning and care for children.
- Self-evaluation is robust. Leaders and managers consistently review the provision and make effective changes. Regular monitoring of staff's performance contributes to the good outcomes for children.
- The quality of teaching is good. Staff have high expectations and provide highly rewarding learning experiences for children. Staff carry out regular observations and make timely assessments of children's development to ensure gaps in learning close rapidly.
- Children are cared for in an inviting environment. The key-person arrangements ensure children are enabled to feel emotionally secure in the nursery. Children are well behaved and learn to treat others with respect. Children learn about the world and various cultures through planned activities. They have opportunities to mix with other children from diverse backgrounds.

It is not yet outstanding because:

- Staff do not maintain the same level of communication with parents to ensure all of them receive clear information on a daily basis.
- Children do not receive consistently clear messages about healthy eating. Main meals do not always include a good balance of foods.

What the setting needs to do to improve further

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

- improve the communication with parents to ensure that all of them are fully informed about their child's experiences and the methods used to meet their needs
- provide more opportunities for children to consistently make healthy choices as part of a healthy lifestyle.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with a senior practitioner.
- The inspector held a meeting with the managers and the provider.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, leaders and managers have sought guidance from outstanding providers. In particular, they have reviewed all aspects of leadership and management and raised the quality of the provision effectively. Self-evaluation is robust. Actions and recommendations from the last inspection have been addressed successfully. Most staff now hold current first-aid qualifications and their practice is observed regularly. Professional development is given high priority. For example, a member of staff takes responsibility for tracking the achievements of groups of children. Staff attend training and enhance their skills to work with children. They have introduced a wider range of methods to promote children's coordination and writing skills, contributing effectively to their school readiness. Staff share strategies with most parents and loan resources, so they continue with their children's learning at home. Arrangements for safeguarding are effective. All staff have a thorough understanding of their responsibilities to protect children and keep them safe from harm.

Quality of teaching, learning and assessment is good

Staff use information from observations and assessments to plan effectively for children's individual learning. Staff are highly skilled and are able to adapt activities in the moment. While they teach, staff observe where children need more challenge and promptly raise the quality of learning. Older children learn to select and match shapes to templates. Staff extend their learning and encourage them to look at and draw complex shapes, such as stars. Staff make learning extremely meaningful for younger children. They imaginatively use pictures, favourite toy cars and actions to promote children's understanding of positional language. Staff demonstrate skills and allow time for children to repeat actions and words. Staff willingly follow children's lead to maintain their interests. Children are focused and motivated because staff give lots of encouragement and measured support. Children have opportunities to discover what they can do.

Personal development, behaviour and welfare are good

Children's personal development is promoted extremely well due to the supportive key-person arrangements. They are confident to approach and initiate interactions with visitors. Older children explain why they enjoy their time at nursery and younger children make eye contact and demonstrate their achievements. They proudly point to their shoes which they put on independently. Many displays are at children's level, so they are able to celebrate their achievements. All children play outside daily. They learn to take turns and play well together as they climb on equipment.

Outcomes for children are good

All groups of children make good progress from their starting points. They develop as active learners and follow their natural curiosity. Children explore, test their ideas and make discoveries during play indoors and outside. They use mathematical language correctly during play. Children's language skills grow as they sing nursery rhymes and listen to stories. Children are well prepared for the next stage in their learning at nursery and school.

Setting details

Unique reference number	258949
Local authority	Walsall
Inspection number	1078104
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	84
Number of children on roll	74
Name of registered person	Hideaway Day Nursery Limited
Registered person unique reference number	RP535256
Date of previous inspection	28 October 2016
Telephone number	01922 628824

Hideaway Day Nursery was registered in 2001. The nursery employs 17 members of childcare staff. Of these, one holds a qualification at level 5, 15 at level 3 and one is unqualified. The nursery opens from Monday to Friday, all year round, except one week at Christmas. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It offers care for children who have special educational needs and/or disabilities. The nursery also offers care for children who speak English as an additional language.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2017

