

# Hillside House Day Nursery

Lower Common Lane, Scissett, Huddersfield, West Yorkshire, HD8 9HL



<b>Inspection date</b>	8 February 2018
Previous inspection date	25 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and management regularly assess and monitor the progress made by children in their care. They ensure that assessments are accurate and quickly highlight any gaps in children's learning. Individual and group plans are then put in place to ensure that the gaps are narrowed or closed.
- Staff work effectively in engaging parents to contribute to the learning and development of their children. Parents regularly send in photographs and observations from home, which adds to staff's knowledge of the children. This helps them to plan appropriately for each individual child.
- All rooms and the outdoor learning areas are beautifully presented and resourced to a very high standard. The children engage fully, exploring the exciting and inviting learning opportunities. The extremely well-organised areas demonstrate the staff's commitment to ensuring very high standards of health, safety and security for children.
- Children are happy, emotionally secure and thoroughly enjoy their time at nursery.

### It is not yet outstanding because:

- Staff sometimes do not make the best use of opportunities to extend children's learning. For example, at times, they do not interact with older children as well as possible. They do not consistently encourage younger children to manage simple tasks independently.
- The large number of children in group literacy sessions sometimes results in children becoming distracted and unable to learn at their own speed.

## What the setting needs to do to improve further

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

- make the most of all opportunities to engage children in rich conversation and to develop further independence in the younger children
- review the organisation of group activities so that all children can learn at their own pace and engage fully in the learning opportunities provided.

### Inspection activities

- The inspector observed the quality of teaching in each of the setting's rooms and the outdoor area.
- The inspector carried out a joint observation of a group literacy activity with the manager.
- The inspector spoke with parents and staff, and discussed self-evaluation with the nursery manager.
- The inspector reviewed the planning of activities and children's developmental records, and discussed how the staff assess the progress that children are making.
- The inspector held a meeting with the leadership team, and looked at evidence of the suitability of staff working in the nursery.

### Inspector

Karen Bingham

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure that all staff are vetted and have relevant and suitable qualifications. They regularly monitor the robust policies and procedures, including for child protection, and ensure that staff understand and adhere to them in practice. Managers accurately reflect on practices and ensure that all elements of the early years foundation stage are implemented. They actively harvest the opinions of parents, children and other agencies, and use these to improve and enhance the quality of the provision. The manager and owner demonstrate ambition and their high expectations of the nursery and staff. The effective supervision and development of staff helps to ensure that children benefit from knowledgeable and well-trained practitioners.

### Quality of teaching, learning and assessment is good

Strong teaching and learning is evident in every room of the nursery. Babies use their senses to explore ice and paint. Two-year-old children enjoy role play. They pretend to make telephone calls, write notes on pads, and pre-school children practise writing their name. Staff ensure teaching is of a high-quality by regularly observing the children and planning challenging activities. This means children progress well and consistently demonstrate the characteristics of effective learners. Staff work well to engage the children and concentrate on them individually to encourage their learning and progress.

### Personal development, behaviour and welfare are outstanding

Children's welfare is given the highest priority. Management and staff work hard to ensure that children receive only the highest standards of care. The setting provides a wide range of experiences that promotes children's understanding of diversity. Staff help them to develop empathy. Children learn about other cultures and that people live in different ways and have different abilities. They experience different languages and visit different parts of their community. They explore the surrounding area and take public transport further afield. Children learn how to keep themselves safe. For example, during 'Safeguarding Week' they learn about 'safer strangers', and when playing outdoors they are taught how to manage risk on outdoors apparatus. Children demonstrate high levels of concentration and excellent behaviour. Staff nurture the children's positive sense of themselves, and children interact with each other and the practitioners extremely well. The nursery has developed excellent ways of helping children transition from one room to the next and then on to school. They support children highly effectively to be emotionally well prepared for changes in their lives.

### Outcomes for children are good

Children make good progress during their time in nursery. Children work within or above typical levels for their age, and those who begin nursery with lower starting points catch up. Children develop independence and confidence in their learning and in their attachments to their peers and staff. This ensures they are well prepared for school or their next level of learning.

## Setting details

<b>Unique reference number</b>	EY291315
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1101971
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Hillside House Day Nursery Limited
<b>Registered person unique reference number</b>	RP911314
<b>Date of previous inspection</b>	25 February 2014
<b>Telephone number</b>	01484 864926

Hillside House Day Nursery registered in 2004. It is situated in a converted school building near Huddersfield. The nursery employs 20 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2, including 16 at level 3, one at level 6, and one who has qualified teacher status. The nursery opens Monday to Friday all year round. 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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