

Hill Top Day Nursery

Crow Hill Drive, MANSFIELD, Nottinghamshire, NG19 7AE



Inspection date

Previous inspection date

27 April 2018

15 September 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Observation and assessment systems are not used effectively enough to plan and provide challenging activities and resources that are closely linked to children's next steps in learning. As a result, children do not yet make good progress.
- The effectiveness of teaching and the impact this has on children's learning are not yet monitored well enough to help improve the quality of teaching and outcomes for children.
- Staff do not consistently encourage parents to share ongoing information about their children's learning and development at home.

It has the following strengths

- The outdoor area is used very well to foster enjoyment and active learning. Areas have been created to ensure all ages of children can play safely and according to their varying developmental needs.
- Staff provide a warm and welcoming environment. They support children's emotional well-being and help them to form secure attachments.
- Staff provide group time activities which help develop children's listening and speaking skills. Older children enjoy sharing their views at the 'children's council', where they make some suggestions for activities and future events.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure staff use observations and assessments of all children's learning more precisely, to identify and plan appropriate challenges and use of resources that link to children's next steps in learning and help them to make good progress	14/05/2018
■ develop systems for monitoring staff performance and supporting their ongoing professional development, to promote consistently good teaching and learning.	14/05/2018

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

- encourage parents to contribute information about their children's learning at home, and use this shared knowledge to plan more precisely to move children further forward in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the owner and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector
Tina Garner

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, the manager has worked to address some aspects of the previous actions raised. Staff now have regular supervision meetings with the manager to discuss areas of their practice. Assessments of children's learning have been improved and are now more accurate. However, activities and resources do not fully address the learning needs of children, while systems for monitoring staff performance and promoting their ongoing professional development are still not strong enough. Consequently, the quality of teaching and learning is not yet consistently good. The arrangements for safeguarding are effective. Staff are confident to identify vulnerable children and are aware of the procedures to follow if they have concerns about a child's welfare.

Quality of teaching, learning and assessment requires improvement

Staff regularly assess and monitor children's development. However, they do not consistently use this assessment information to plan activities that are well matched to children's abilities and fully support their next steps in learning. Some of the activities and resources provided indoors, particularly for the pre-school children, lack age-appropriate challenge. Consequently, on occasions, older children lose interest and are not always fully engaged in their play and learning. Nevertheless, staff generally engage well with children. They support their imaginative play and are successful in encouraging children to recall and talk about their created scenarios and past events. This helps to sustain children's interest as they begin to develop their own ideas. Children are supported to develop mathematical skills. They enjoy construction activities and are asked to count during daily routines.

Personal development, behaviour and welfare require improvement

Children are not always successfully inspired or encouraged to make as much progress as they can. However, they develop close relationships with staff. Staff constantly praise children's efforts and this increases their self-esteem. Children play alongside each other and respond appropriately to staff's gentle reminders about sharing and taking turns. The good health of children is effectively promoted. Children serve themselves healthy meals and start to develop some independence skills as they wash their own hands before eating. The recently refurbished outdoor area offers good opportunities for children to develop skills across different areas of learning. Children relish opportunities to dig in the sand, ride on wheeled toys, climb on static equipment and play in the mud kitchen.

Outcomes for children require improvement

Children, including those in receipt of funding, gain some basic skills needed to support their development. However, not all children make consistently good or better progress to ensure they are fully prepared for the next stages in their learning. Younger children use mathematical language, such as 'big' and 'small', and compare shapes and sizes. Older children practise their early writing skills as they write for different purposes. All children enjoy sensory play and engage well during role-play activities.

Setting details

Unique reference number	EY500227
Local authority	Nottinghamshire
Inspection number	1114292
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 - 5
Total number of places	30
Number of children on roll	25
Name of registered person	Gogna's Day Nursery Ltd
Registered person unique reference number	RP535393
Date of previous inspection	15 September 2017
Telephone number	07814579621

Hill Top Day Nursery registered in 2016. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and five hold level 3. The nursery opens from 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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