

Hamilton Hilltop Nursery School

25 Hilltop Road, Hamilton, LEICESTER LE5 1TT



Inspection date

4 October 2018

Previous inspection date

17 October 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Managers do not meet with all staff individually. This restricts opportunities to discuss and develop staff practice, or to share relevant information about children.
- Staff do not effectively plan adult-led activities linked to next steps in children's learning.
- Staff do not consistently support children who are learning English as an additional language with their communication skills and their social interactions with others.
- Managers do not effectively encourage parents to apply for early years pupil premium, where this is relevant. This means funds which may be available to some children are not being used to support their progress.
- Staff do not always obtain sufficient information from parents about their children's development prior to starting at the nursery. As a consequence, staff do not know children as well as they could in the early stages of their attendance.

It has the following strengths

- Staff form positive, caring relationships with the children. These help children to feel secure, settled and confident.
- The provider ensures effective arrangements are in place for supporting the learning and development of children who have special educational needs and/or disabilities.
- The premises are suitably risk assessed and maintained. They are well presented and provide a safe and secure childcare environment.
- Staff ensure parents are well informed about their children's progress. They regularly share information with parents, which supports the continuity of care for children.

What the setting needs to do to improve further

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

	Due date
ensure that all staff receive regular supervision sessions, where they can share any issues about children's development or welfare, identify solutions and receive coaching	08/11/2018
improve planning so that adult-led activities provide purposeful opportunities, which support the next steps in children's learning	30/11/2018
improve the support given to children who are learning English as an additional language, particularly to support their communication skills and social interactions.	30/11/2018

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

- take steps to encourage parents to apply for early years pupil premium, where relevant
- improve the quality of information obtained from parents on their child's developmental progress when they first attend the setting.

Inspection activities

- The inspectors held discussions with the managers and parents.
- An inspector had a tour of the premises with the manager.
- The inspectors observed children's activities and children's interactions with the staff.
- An inspector completed a joint observation, to assess the quality of teaching, with the manager.
- The inspectors considered various policies and records, including those for safeguarding children, accidents, medication, qualifications and training, children's learning and development, risk assessment, and complaints.

Inspectors

Mark Evans

Diane Stone

Inspection findings

Effectiveness of leadership and management requires improvement

Managers have not met with all staff on an individual basis to discuss their practice. This has limited the sharing of information about children, and staff development. The manager has failed to identify that staff are not effectively planning for adult-led activities that support the children's next steps in learning. Staff and managers work well with parents. The arrangements for safeguarding are effective. Staff know how to keep children safe. They know the procedures they need to follow if they have any concerns about a child's welfare. Managers ensure records are well organised and maintained to support the safe and efficient management of the nursery. Staff complete relevant childcare qualifications and training courses. They also attend staff meetings, during which they improve their knowledge and practice.

Quality of teaching, learning and assessment requires improvement

Staff gather minimal information about some children when they first start at the nursery. This does not assist staff in getting to know the children in the early days of their attendance. Staff do not always support children who are learning English as an additional language to engage in social activities. The nursery environment is well resourced, and its layout and presentation enhance children's play and learning. Staff use songs and rhymes to support the development of speech and language for children of all ages. They do this during routine events, such as 'welcome times', and after lunch with the 'brush your teeth' song. Staff use their individual knowledge of the children's progress and interests to support their learning and development. The manager helps staff to identify when children may require additional support. She engages well with other professionals to enable children to progress.

Personal development, behaviour and welfare are good

Staff ensure that children have lots of opportunities to explore their environment, indoors and outdoors. Children are confident and behave well. They respond positively towards staff when they talk to them about appropriate and expected behaviour. Staff prepare children well for changes, such as moving rooms and changes to their key person. Staff communicate sensitively with children. For example, they explain what is happening next to young children, such as planned nappy changes, so that children know what to expect and when. Staff exchange useful daily information between themselves and with parents, to support children's care between home and the nursery.

Outcomes for children require improvement

Not all children are attaining typical levels of development for their age. Children who are learning English as an additional language are not always at expected levels of development for speech and language. Staff spend the majority of their time directly engaging with children during activities to support them in their learning. Staff encourage children to become independent with self-help skills, which they will need for their next stage of learning. All children are beginning to develop writing skills. Younger children enjoy creating marks. Older children are becoming skilled in the use of writing tools and use them to recreate patterns and to form recognisable letters.

Setting details

Unique reference number	EY296529
Local authority	Leicester
Inspection number	10082532
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	130
Number of children on roll	99
Name of registered person	Hamilton Hill Day Nursery Limited
Registered person unique reference number	RP525128
Date of previous inspection	17 October 2016
Telephone number	0116 2743090

Hamilton Hilltop Nursery School registered in 2004. The nursery employs 28 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or above. 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.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

