

The Hilltoppers

The Hill Primary Academy, Tudor Street, Thurnscoe, Rotherham S63 0DS



Inspection date	10 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

- Staff are extremely kind, caring and warm. They help children to build very secure emotional attachments through a highly successful key-person system. This gives children very strong foundations for developing their independence and confidence.
- Partnerships with parents are good. Parents are kept informed about their children's learning and development. Staff regularly share information about children's achievements and offer advice to parents to support children's learning at home. Good links have been established with the attached academy, this helps to ensure children's transitions are smooth.
- Staff use effective monitoring systems to identify children's achievements. Any gaps in children's learning are identified and support is put in place quickly. Children with special educational needs and/or disabilities are supported very well.
- Staff adeptly support children's early literacy development and mathematical skills. They provide numerous activities to stimulate and extend children's thinking. Activities are adapted well to suit individual children's needs. For example, during a subtraction activity, staff challenge older children's skills as the numbers used are pitched to their individual abilities, to ensure that all children are suitably challenged.
- Children have a wide range of experiences that promotes their understanding of people, families and communities beyond their own. They learn about different cultures and festivals, such as Easter, Chinese New Year and Diwali.
- At times, staff interrupt children's play, concentration and explorations as they encourage them to take part in different group activities, indoors and outdoors.

What the setting needs to do to improve further

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

- review the organisation of routines and whole-group activities, to make sure that children's play, concentration and explorations are not interrupted.

Inspection activities

- The inspector had a tour of the setting and viewed all areas accessed by the children.
- The inspector observed the interactions between staff and children and considered the impact this has on children's learning.
- The inspector looked at samples of children's learning files and records and a range of other documentation.
- The inspector spoke with the manager, staff, children and parents at appropriate times during the inspection.
- The inspector and the manager jointly evaluated an activity together.

Inspector
Clare Cotton

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of their duty in regard to keeping children safe from harm. They know the signs and symptoms which might indicate a child is at risk and the procedures to follow should they have any concerns. Leaders are ambitious and have high expectations of all. Self-evaluation is highly effective and includes the views of parents, staff and children. Actions are put in place to improve the quality of the setting. For example, plans are in place to enhance the outdoor area to include more opportunities for children to develop their small-muscle skills. Leaders use thorough systems to monitor staff performance. Arrangements, such as coaching, mentoring and training, offer staff support to raise the quality of teaching further.

Quality of teaching, learning and assessment is good

Staff know the children very well and have high expectations of what they can do. Careful observations are used to make precise assessments of children's learning and to plan a range of stimulating activities that help them to progress. Staff skilfully support children's speech, language and communication skills. They introduce new words as babies make sandcastles and engage older children in conversations linked specifically to their interests. Basic skills, such as turn taking, recognising letters and the sounds they represent and counting, are woven through the provision and supported through quality interactions. Staff are very positive and celebrate children's achievements. For example, staff celebrate as younger children post shapes into the correct slot during a shape sorting activity.

Personal development, behaviour and welfare are outstanding

The environment is highly stimulating indoors and outdoors. Children display very high levels of motivation and are extremely eager to join in with the wide range of activities available. Children demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others. Toddlers gently play alongside smaller babies, handing them musical toys to explore. Children enjoy regular fresh air in the outdoor environment and engage in energetic play to develop their physical skills. Healthy lifestyles are actively promoted as children eat a range of nutritious snacks and meals. Children learn about the importance of oral health as they brush their teeth after lunch.

Outcomes for children are good

Children are engaged and happy. They make good progress and most are working at the typical levels for their age. Younger children use simple words to name objects within their play, while older children speak confidently about what they are doing and relate this to their own experiences. Children develop the key skills required for the next stage in their learning and are well prepared for school. Children are motivated to join in activities and show pride in their achievements when they succeed.

Setting details

Unique reference number	EY547575
Local authority	Barnsley
Inspection number	10100782
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	43
Number of children on roll	32
Name of registered person	Astrea Academy Trust
Registered person unique reference number	RP547574
Date of previous inspection	Not applicable
Telephone number	01709897533

The Hilltoppers was re-registered in 2017 due to a change in the registered body. It is based within The Hill Primary Academy situated in Thurnscoe, South Yorkshire and is owned and managed by Astrea Academy Trust. The nursery employs eight members of childcare staff. Of these, five hold an appropriate early years qualifications at level 3, one at level 4, one at level 5 and one at level 6. The nursery opens Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 7.30am until 5.30pm on a Monday, Tuesday and Wednesday, 7.30am until 4pm on a Thursday and 8am until 4pm on a Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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