

# Hillside Day Nursery

Hillside Day Nursery, Potterswood, Britannia Road, Kingswood, BRISTOL  
BS15 8DB



<b>Inspection date</b>	3 July 2019
Previous inspection date	11 April 2016

<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 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 plan a highly stimulating range of outdoor opportunities for children in the extremely well-resourced and attractive garden. This motivates all children in their play and learning outdoors, especially those children who prefer to learn outdoors.
- Strong partnerships with parents help to promote learning between the nursery and home. There is a strong focus on involving parents in children's learning. These practices further enhance children's progress.
- Staff provide an excellent environment with a wide range of high-quality toys and equipment to engage children in effective play-based learning.
- The leadership team offers good guidance to staff. Staff have good opportunities to enhance their professional development, for example through regular training and coaching from leaders. This helps to raise continually the quality of teaching and encourages staff to reflect on their practice well.
- Self-evaluation is effective. Leaders and staff continually identify, and address, areas for improvement. Leaders are ambitious and have clear plans for future improvements.
- Staff teach children about safety extremely well, for example how to stay safe in the sun and around insects that can sting. This helps children learn what to do to keep themselves safe.
- Staff know children well and complete good observations and accurate assessments of children's learning that help them to plan for children's individual needs and interests.
- Staff do not always reshape their teaching techniques, during group activities and at shared playtimes, to engage toddlers fully.

## What the setting needs to do to improve further

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

- improve the mixed-age group activities to incorporate more opportunities for toddlers to participate and contribute their ideas and thoughts, in order to make them more enjoyable.

### Inspection activities

- The inspector held discussions with the leadership team at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching, indoor and outdoors.
- The inspector looked at documentation, including a sample of children's records and planning and assessment records, and she checked the suitability of staff to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection and through written accounts from parents.
- The inspector took account of the nursery's self-evaluation.
- The inspector completed a joint observation with one of the managers.

### Inspector

Dominique Allotey

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff are fully aware of the procedures to follow should they have any concerns about a child. They are knowledgeable about wider safeguarding issues and understand how to promote children's welfare. Leaders implement an effective system for tracking the assessments of children's learning and development. They use this information to compare the progress of all groups of children and identify any gaps in learning and areas to challenge or support further. Leaders use tracking well to identify any training that may benefit staff. For example, after analysing data which showed some gaps in children's mathematics, staff attended courses to help them get ideas for incorporating mathematics into children's everyday play.

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

Children benefit from a good range of child-led activities. They have good opportunities to be independent learners. Staff capture children's starting points well in partnership with parents. This helps them to know what skills children already have, what interests them and what they can do to help them progress. Staff promote children's language and communication skills well, for example through giving commentary to their play and responding positively to babies' babble. Staff build on children's creativity and imaginations well. For example, staff allow children to explore a range of different materials and everyday objects, which they freely explore in a variety of ways, and older children use sand, water and shells in large trays to make their own beach. Staff promote children's physical development well. For example, they consider the layout of the room and position of furniture to encourage babies to practise pulling themselves up.

### Personal development, behaviour and welfare are outstanding

Staff are very good role models for children and provide them with very clear expectations and rules. This helps children learn to respect others and take turns and prepares them socially for their future life. Children behave exceptionally well. Staff find inspiring ways to give children experiences that enhance their understanding of others and the wider community. For example, they regularly do anonymous 'random acts of kindness' for people less fortunate than themselves. This teaches children excellent values. Children spend as much time as they like playing and learning outdoors in the highly stimulating nursery garden. This promotes healthy lifestyles excellently as all children benefit from interacting with nature and regular fresh air and exercise. Babies and toddlers explore mud and plants with deep interest, and older children are enthused by bug hunting. Children form very caring relationships and bonds with their key person and other staff. Children settle very quickly and they are extremely happy at the nursery.

### Outcomes for children are good

All children make good progress in their learning and development. Children are motivated and keen to learn. They concentrate well and have good listening skills. Children gain a good range of independence skills during their time at the nursery. They demonstrate a willingness to do things for themselves. For example, toddlers wash up after breakfast and older children prepare their own fruit at snack time. Children have good levels of confidence and are well prepared for the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY461545
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10075438
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Hillside Day Nursery Ltd
<b>Registered person unique reference number</b>	RP902279
<b>Date of previous inspection</b>	11 April 2016
<b>Telephone number</b>	0117 9604330

Hillside Day Nursery was first established in 2003 and re-registered under the current ownership in 2013. The nursery operates from premises within the grounds of John Cabot Academy in Kingswood, South Gloucestershire. The nursery opens Monday to Friday from 7.30am to 6pm for 51 weeks of the year, except for bank holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. The owners hold early years qualifications at level 4. They are supported by nine members of staff, of whom one holds an early years qualification at level 5, four hold early years qualifications at level 3 and three hold early years qualifications at level 2. An apprentice is working towards a level 2 qualification. The owners also employ a cook.

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