

Hill Top Private Day Nursery

Stalyhill Drive, Stalybridge SK15 2TR



Inspection date	30 August 2019
Previous inspection date	8 February 2016

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

Summary of key findings for parents

This provision is good

- Partnership with parents is a key strength in this good-quality nursery. For instance, leaders regularly invite parents to share their views and suggestions. They work together to carefully plan and implement improvements and changes. For example, leaders and parents have recently adapted and enhanced the already good security systems that are in place within the building.
- Staff support children with special educational needs and/or disabilities (SEND) exceptionally well. They work closely with external agencies to enhance children's development, such as implementing physiotherapy plans and speech and language strategies. Leaders provide specialist equipment and they carefully design rooms to enable staff to offer children tailored support.
- The nurturing, well-qualified and experienced staff team demonstrates a strong commitment to supporting children's emotional well-being. Staff expertly plan for the moves that children make between rooms and on to school. For instance, children visit their new rooms over a number of weeks, supported by their key person, and a wealth of information is exchanged. All children are happy and settled.
- Children of all ages demonstrate positive behaviour. Older children are caring and show concern for each other. They follow simple boundaries. For example, they know the number of children that are allowed to access a small designated area of the garden. Staff provide children with praise and encouragement. For example, younger children take home certificates for their achievements, such as showing kindness.
- Staff do not consistently encourage children to independently work through and solve the problems that they encounter during play.
- Leaders provide staff with supervisory sessions and feedback on their overall practice. However, systems for monitoring staff teaching skills are not rigorous enough to identify individual staff training needs to help to raise the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- provide children with more consistent opportunities to solve the problems that they encounter during play and help them to make predictions and test out their ideas to support their learning even further
- strengthen the existing arrangements for monitoring staff practice and provide staff with more targeted professional development opportunities that help to enhance their teaching skills to a higher level.

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 observed planned activities and jointly evaluated the teaching with the nursery manager.
- The inspector held meetings with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents on the day of the inspection and viewed written feedback. She took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff access regular child protection training. They have a good understanding of how to identify and respond to concerns about children's safety and welfare. Leaders have a strong vision for the nursery and have instilled a culture of reflection within the staff team. For example, staff reflect weekly on what has gone well and how they can improve or adapt plans for future weeks. Leaders ensure that children's learning is supported well both within the setting and at home. For example, children take home learning packs designed to focus on areas that they are concentrating on within the setting. These include, for instance, activities that enhance children's early writing skills. In addition, staff provide children with stickers that they can stick on their tops. These act as prompts for parents to know how to build further on what children learn in the day. For example, stickers include cues, such as 'ask me what colours I need to make purple'.

Quality of teaching, learning and assessment is good

Staff provide interesting experiences for younger children to explore using their senses and this helps to ignite their natural curiosity. For instance, they provide a tray with ice, water and herbs from the garden. Staff support children as they touch and smell. They model a range of language, such as 'wet and cold'. Older children particularly enjoy outdoor play. They balance, walk and run over planks of wood that connect low-level crates. Children are confident in their abilities, and demonstrate this as they tell staff that they can now run over the planks instead of walking. This helps children to develop their good balance and physical skills even further. Staff observe children regularly and assess their development. They involve parents at every stage. Parents contribute information from home and receive regular updates from staff. Staff use the information to target children's individual next steps. They identify any slight gaps in children's learning very early. Leaders moderate staff's assessments and this helps to ensure that they are accurate.

Personal development, behaviour and welfare are good

Staff promote children's good health well. Leaders ensure that children are provided with a well-balanced diet and children engage in effective hygiene routines, such as tooth-brushing each day. Leaders carefully consider occasions such as children's birthdays and how these can be celebrated in a way that supports the setting's healthy eating ethos. For example, as an alternative to cake, children share treats such as bubbles or stickers. Staff highly respect children's views. They provide young children with the opportunities to make choices and decisions. For instance, in the baby room, children choose toys and activities for the day using photographs.

Outcomes for children are good

All children make good progress and they are developing skills for future learning, including school. Older children recognise numerals, such as when they follow instructions to make dough. They hold pencils with control, begin to write their names and cut shapes using scissors. Younger children show good communication and language skills. For instance, they join in song and rhyme sessions at regular intervals.

Setting details

Unique reference number	EY486494
Local authority	Tameside
Inspection number	10106618
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	79
Number of children on roll	87
Name of registered person	Hilltop Early Learning Provision Ltd
Registered person unique reference number	RP910613
Date of previous inspection	8 February 2016
Telephone number	01457767400

Hill Top Private Day Nursery opened in 2004 and was re-registered in 2015. The nursery employs 24 members of childcare staff. Of these, four hold appropriate early years qualifications at level 6, one holds an appropriate early years qualification at level 4, 13 hold appropriate early years qualifications at level 3 and six at level 2. 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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