

Inspection of Hillside Childcare - Altofts

Oap Hut Behind The Working Mens Club, Church Road, Altofts, Normanton, West
Yorkshire WF6 2QS

Inspection date: 2 March 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Staff want the best for every child in nursery and their expectations are high. Their good teaching, overall, helps children to make progress in all areas of learning. Children choose their activities and they happily lead their own learning. Staff support this well, for example, by playing alongside children, talking to them and modelling new skills. Pre-school children use numbers and count while making potions. Toddlers develop increasing confidence in their physical skills. They learn to balance when they climb up and over equipment outdoors. Babies giggle and smile while enthusiastic staff sing and dance with them.

Parents say they were reassured by staff's measures to keep children safe during the COVID-19 pandemic. They praise their excellent communication and efforts to settle children back into nursery after absence. This helped to ensure there was minimal impact from the pandemic on children's learning and development. Children's behaviour is good. They benefit from plenty of praise that helps to build their self-esteem. For example, one child smiles with pride when staff tell them they are a 'super singer'. Children show that they feel safe and secure in nursery. For instance, they climb on to the lap of familiar staff for a hug and reassurance.

What does the early years setting do well and what does it need to do better?

- Teaching is closely focused on children's interests. Staff know what motivates children and they use this knowledge to plan for their future learning. Children are keen to learn and join in a wide range of appealing activities that promote their overall development well.
- Staff know their key children well and, generally, focus their teaching on what children need to learn next. This is particularly effective during children's self-chosen activities. Occasionally, however, during some adult-led activities, staff's teaching does not fully take account of the learning needs and abilities of the children taking part. Staff do not always ensure that children have the prior skills and knowledge needed to understand some activities and to succeed in their learning.
- Overall, staff support children's communication skills well. They introduce new words to children through conversations, stories and songs. That said, this is sometimes less effective due to background noise in the rooms. Children's dummies are offered only at times when they need comfort. However, occasionally, staff do not support children to take them out quickly after they have become settled to encourage children to speak even more.
- Staff morale is high and they are enthusiastic and happy in their roles. Managers support them well. They have a clear understanding of the strengths in the team and evaluate staff's teaching regularly. There are clear arrangements in place to enhance and embed the new curriculum, which are supported by plans for

further professional development.

- Children form bonds with key members of staff. This helps to support children's emotional well-being and is particularly effective when new children start at nursery. Staff establish strong partnerships with parents from the outset. Children settle into nursery quickly.
- Staff value children's individuality and weave their life experiences into plans for learning. Children learn about words, flags and food from different countries that children originate from. This helps children to understand and respect the differences between themselves and others.
- Staff share detailed information with parents. They provide resources to take home that encourage parents to extend children's learning at home. Parents are extremely pleased with their children's care and learning experiences. They describe staff as a 'wonderful caring team who put the children's interests first'.
- Partnerships with other professionals are well established. This is particularly effective for children who have special educational needs and/or disabilities. Staff quickly identify those children who may need extra support with their learning. They share information with parents and other agencies and share plans to meet children's needs. This helps to ensure that all children make the progress that they are capable of.
- Staff encourage children's independence. Younger children learn to put on their coats for outdoor play. Older children understand why they must keep their hands clean and do so with minimal help. They serve their own food and drinks during mealtimes. This helps them to be prepared for managing their own needs when they move on to school.

Safeguarding

The arrangements for safeguarding are effective.

Procedures to keep children safe are comprehensive and very well understood by all staff. Staff have a clear understanding about different kinds of abuse and how to identify children who may be at risk from harm. Managers ensure that staff have up-to-date knowledge about safeguarding. For example, they attend training courses and share information during staff meetings. There are clear procedures for recording accidents, incidents and concerns. This helps to ensure that any concerns about a child's welfare are identified and acted upon quickly. The premises are secure. Daily risk assessments help to ensure that children are kept safe while in nursery.

What does the setting need to do to improve?

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

- focus more precisely on the skills and knowledge children need to learn next during group activities, to build on what they already know and can do

- extend the opportunities children have to hear and use new words clearly.

Setting details

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| Unique reference number | EY551019 |
| Local authority | Wakefield |
| Inspection number | 10133820 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 40 |
| Number of children on roll | 90 |
| Name of registered person | Hillside Childcare Limited |
| Registered person unique reference number | RP901130 |
| Telephone number | 01924 920931 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Hillside Childcare - Altofts registered in 2019. It is open from 7.30am to 6pm, Monday to Friday, all year round. The nursery employs 14 childcare staff. Of these, nine hold an appropriate early years qualification at level 3 or above, including two at level 6. The nursery receives funding to provide early education for children aged two, three and four years old.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the manager and staff and has taken that into account in her evaluation of the setting.
- The nursery manager showed the inspector around the nursery and talked about the curriculum.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The nursery manager and operations manager met with the inspector to discuss leadership and management of the setting. The inspector looked at relevant documents provided, including evidence of the suitability of staff.
- The inspector completed two joint observations with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

We carried out this inspection 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.

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