

Inspection of Hillside Private Day Nursery

Whitwood Lane, CASTLEFORD, West Yorkshire WF10 5QD

Inspection date: 10 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and eager to join their friends. There is a swift goodbye to their parents and a quick look around for a friend and something to do. This shows that children feel safe. Children thrive in an environment with regular experiences outside. This provides opportunities for them to refine their physical skills. For example, they gain confidence in controlling their movements on uneven ground as they ride bikes and scooters over grassed areas. Children's emotional well-being is top priority. Staff are intuitive to children's happiness and comfort. There are high expectations of children.

Staff are alert and quick to reassure children who are learning to manage their own feelings. For example, staff remain sensitive towards children having a disagreement. They take the time to support the children to find a way for them both to be happy with the outcome. Babies and toddlers enjoy a constant account of what is happening around them. Staff talk to them, encourage them to listen and repeat sounds and words as they sing familiar rhymes. This helps them to develop the skills they need to communicate. They are well engaged and respond to staff with smiles and chuckles. This shows that there are strong bonds between them.

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

- Leaders and managers review the quality of care and education they provide. This includes an assessment of how they use the surrounding natural environment. As a result, plans are in place to increase hands on experiences for children to problem-solve and socialise.
- Leaders and managers hold regular meetings with staff. They discuss and agree future training based on the subject knowledge they wish to build on, for example a course on special educational needs and/or disabilities for the extra role they have recently taken on.
- Staff are well supported through difficult periods. This included when they were unable to work due to illness or government guidance. Staff said they would not hesitate to approach management for support or advice.
- Staff take time to ensure they are knowledgeable about the children they are to provide care for. They request information about what children can do before they start. This helps the children's key person to plan well for what they need to learn next.
- Staff foster children's personal, social and emotional skills very well. For example, when a child lost their balance riding a bike, other children went up to them, put their arm around them and asked if they are ok. This is because the curriculum for personal, social and emotional development teaches them to be caring.

- The partnerships with parents are effective. Staff post daily observations and photographs to show parents what their children are doing during the day. This helps to keep parents up to date with the progress their children are making and reassures them that their children are safe and well.
- Staff promote children's communication skills as they encourage children to add new words to their vocabulary. For example, one of the children declares that palaeontologists search for dinosaurs' bones. Staff bring this word into conversation during the day. Children gradually begin to recall the new word and its meaning.
- Staff know children's individual needs and use any additional funding well. This means that the children it is for personally benefit from that extra support.
- Links with local schools help to support children as they move on to their next step in their education. Staff invite teachers to meet children preparing to join their school. Children use items of school uniform to dress up and learn about their new school, and what to expect.
- Staff sometimes ask questions too fast or use questions that only need a yes or no answer. This does help children to think things through or invite them to offer more in the way of an answer.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads understand their role in helping to protect children. All staff undertake regular training in safeguarding, child protection and the 'Prevent' duty. They are familiar with the child protection and safeguarding procedures they must follow. Staff understand the role of the local authority designated officer and social services. There are effective recruitment procedures in place. This helps ensure that any adult working with children is suitable to do so. There are effective security systems to prevent any unauthorised visitors from entering the nursery.

What does the setting need to do to improve?

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

- strengthen staff teaching practice and help children to further develop their skills in thinking about and answering questions.

Setting details

Unique reference number	EY498960
Local authority	Wakefield
Inspection number	10229878
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	0 to 5
Total number of places	65
Number of children on roll	113
Name of registered person	Hillside Childcare Limited
Registered person unique reference number	RP901130
Telephone number	01977 603699
Date of previous inspection	19 December 2017

Information about this early years setting

Hillside Private Day Nursery registered in 2017 and is situated in Castleford. The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

June Rice

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection is carried out as a result of a risk assessment, following information received about the provider.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting. The inspector discussed the provider's plans for continued development.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with children and took account of what they had to say about their nursery.
- The inspector completed two observations of the quality of teaching with the manager.

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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