

# Inspection of Hillside House Nursery

The Old School, Hookagate, Shrewsbury SY5 8BE

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Inspection date: 22 August 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children have an exceptional start to their early education at the nursery. They are eager to arrive and discover the richly stimulating environments inside and outside. Children are encouraged to explore and solve problems. They form close relationships with staff, who know them extremely well. Children are treated as the unique and special individuals who they are. Behaviour is impeccable. Children follow instructions immediately and enthusiastically. Strong routines help to promote children's good behaviour. For example, when it is time to listen, all children clap along with staff without hesitation. Children demonstrate superb manners, which are consistently modelled by staff.

The nursery sets the highest expectations for children's learning and conduct. Children develop a wealth of knowledge and skills over time. Each age group benefits from additional classes which are taught by professionals from outside the nursery. These cover areas such as music, drama and sensory play, and they support children to rapidly develop new skills. Children learn to play the guitar with staff members. They express their creativity and develop a love of music. Children are happy and safe. The nursery has close links with the community and works alongside neighbours to raise money for charity. Since the COVID-19 pandemic, children separate from their parents at the door. This helps children to settle as they are familiar with the routine. However, parents now come into the building to pick up their children. This supports communication and partnerships with parents.

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

- Staff know children exceptionally well. They tailor learning to each child's unique needs. Staff have developed their own curriculum. This supports them in planning exciting activities with a strong focus on progression. Every moment is treated as a learning opportunity, which helps all children make outstanding progress.
- Children with special educational needs and/or disabilities receive the highest level of care and education. Staff establish close relationships with parents to help them to learn about children's precise needs. They do everything possible to tailor the environment and curriculum so that they are accessible for all. Additional staff support children, while allowing them to grow and develop their independence skills.
- Children learn to become resilient. For example, toddlers persevere as they find it difficult to dress a doll. With encouragement, children investigate and test out their ideas. For example, children experiment mixing coloured water, showing great skill as they pour and use syringes. They enthusiastically discuss if their predictions were correct. Children become confident investigators.
- The nursery places a strong focus on developing children's emotional literacy.

Staff teach children to recognise and name how they are feeling. They teach children to use this knowledge to help them to manage their own emotions. Children can articulate how they are feeling and understand things they can do to help them to feel calm or happy. This supports children's exceptional personal development.

- Staff consistently encourage children to be independent. Children serve themselves meals and pour their own water. Babies become experts in using spoons and forks. Toddlers find their own tissues and put them in the bin. This enables children to develop self-care skills from a very young age. When they are ready to start school, children can skilfully manage their own personal needs.
- Children have an excellent understanding of self. They eagerly share photos of their family as staff share their own family photos. This allows children to develop an understanding of different types of families and what makes their own family unique. Staff teach children about other cultures through food, music and art. They challenge stereotypes and answer children's questions openly and honestly, which promotes a strong sense of inclusivity and community.
- The nursery leadership team is inspirational and passionate. Managers are knowledgeable and are supported by a larger team which provides expert support and advice. Staff's well-being is a key priority. They receive exceptional support, particularly regarding mental health. This is a focus across the nursery for children and staff. This helps to create a welcoming and supportive environment for all.
- The nursery fosters strong parent partnerships. Parents value the detailed daily conversations they have with staff about their child's day. They praise the attention and nurture their children receive and comment on the 'amazing' progress in their development. The nursery offers a lending library and home learning packs, which helps to ensure continuity in learning between home and the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have an excellent knowledge of the types of abuse and what signs to be alert to. They know how to report any concerns that they have. All staff attend regular training to keep their knowledge up to date. This helps to promote a culture of safeguarding. Children help staff to carry out risk assessments of the environment. This helps children to understand how to keep their environment safe. The nursery is vigilant about keeping children safe in the sun. They regularly check ultraviolet levels and respond appropriately. Staff follow robust procedures when unfamiliar adults collect children. This includes seeking permission from parents and checking identification. This helps staff to ensure that children only leave with adults who have been given permission.

## Setting details

<b>Unique reference number</b>	EY489172
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10220612
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	132
<b>Name of registered person</b>	Hillside House Nursery Limited
<b>Registered person unique reference number</b>	RP909881
<b>Telephone number</b>	01743860456
<b>Date of previous inspection</b>	1 August 2016

## Information about this early years setting

Hillside House Nursery registered in 2015 and is based in Hook-a-Gate. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 7.50am to 6pm. The nursery employs 22 members of childcare staff. Of these, one holds early years professional status and one holds a childcare qualification at level 5. There are 11 members of staff who hold appropriate early years qualifications at level 3, and five members of staff who hold qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs and/or disabilities coordinator spoke to the inspector about how they support children.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documentation.

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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