

Inspection of Hideaway Day Nursery

25A, Station Street, Walsall WS2 9JZ

Inspection date:

8 November 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 happy and share smiles and hugs with staff when entering the nursery. Children are able to come together with different age groups and spend valuable time with siblings and friends. Children take part in stories, songs and rhymes that form part of everyday routines. For example, older children will sit together after breakfast to share a story, and younger children will sing action songs and rhymes before mealtimes. Babies take comfort in being able to crawl from low-level beds to a staff member for a cuddle when waking from sleep.

Children of all ages have access to low-level book boxes and dressing-up clothes that allow them to explore their imagination. Children are able to test out their skills through a variety of construction materials that allow them to create structures they can use in their play. Outside in the garden, children get very excited by staff members blowing bubbles in the wind. Staff explain to the children how the bubbles work and in doing so, introduce new words to expand on their vocabulary, such as needing 'solution' to create bubbles.

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

- Children's behaviour is good. Staff support children to manage their feelings and behaviour by setting clear rules and boundaries. Staff support children to manage conflict and be respectful of others.
- Children have access to a range of equipment. However, opportunities for children to explore a wide variety of mathematical play that stimulates and challenges their learning is not yet fully embedded into everyday practice.
- Children within the pre-school room can access spaces and equipment freely. However, this can result in increased noise levels in the immediate environment. This makes it more difficult for children to fully focus during group activities and get the most from their learning experience.
- Children have access to the outdoors but younger children do not always have the opportunity to challenge their physical capabilities.
- Staff use technology to implement activities that allow children to learn how to keep themselves safe in the setting and online.
- Staff give careful consideration when planning for children's individual needs, particularly for children with special educational needs and/or disabilities. For instance, support strategies are in place to promote children's speech and language, including effective partnerships with other agencies.
- Staff recognise children's contributions and ensure that their interests inform everyday practice. For instance, staff provide equipment to extend children's learning based on current events or interests. Children are engaged and eager to learn.
- Staff ensure that parents are included in their child's learning by utilising the

online nursery management system. This provides parents with daily updates of children's experiences and development progression.

- Partnerships with parents are good. Parents comment on the approachable, caring and friendly staff, who provide suggestions on how they can support their child's learning at home.
- Staff establish warm and caring relationships with children, which helps to support children's emotional well-being. The kind and caring staff prioritise children's welfare and emotional security.
- Leaders recognise the importance of having a family culture and have processes in place to meet the dietary needs of all children while ensuring that their nutritional needs are met.
- Leaders and managers ensure that the well-being needs of staff and children are met through introducing 'well-being Wednesdays'. Free fruit can be taken home and yoga sessions are delivered throughout the setting. Children learn the importance of taking care of their physical health through eating well and taking regular exercise.
- Leaders recognise the impact that the COVID-19 pandemic has had on children's learning, with particular regard to speech and language development. They work closely with external agencies to meet the needs of all children attending the setting.
- Leaders and managers demonstrate reflective practice and ensure supervision is in place to support the staff team's continuous professional development. This plays an important part in the setting's ethos and plans for continuous improvement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding children is a priority within the nursery and share safeguarding procedures with staff, visitors and parents. They ensure that staff's knowledge and skills are kept up to date through induction training that is regularly revisited during staff meetings and individual supervisions. Staff have a strong understanding of safeguarding policies and procedures, especially those for reporting allegations. They know who their safeguarding leads are within the nursery and who to contact with regards to any external support. Leaders have established rigorous recruitment and vetting procedures. They make sure anyone who comes to work at the nursery is suitable to work with children prior to them taking up their position. Children are taken on regular trips to the local area, and thorough risk assessments are in place for this.

What does the setting need to do to improve?

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

- support staff to review and adapt the environment to maximise and challenge children's physical development further
- strengthen the curriculum for mathematics and provide more opportunities for children to test out their ideas
- give more consideration to the layout of the environment to optimise children's learning in small-group activities.

Setting details

Unique reference number	258949
Local authority	Walsall
Inspection number	10234463
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 4
Total number of places	84
Number of children on roll	57
Name of registered person	Hideaway Day Nursery Limited
Registered person unique reference number	RP535256
Telephone number	01922 628824
Date of previous inspection	15 February 2017

Information about this early years setting

Hideaway Day Nursery registered in 2001. The nursery employs 14 members of childcare staff. Of these, two hold a qualification at level 5, 10 at level 3 and two are unqualified. The nursery opens from Monday to Friday, all year round, except one week at Christmas. 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

Nichola Patel

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.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector took time to speak to children at appropriate times during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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