

# Inspection of Hillside Day Nursery

43 Britannia Road, Kingswood, BRISTOL BS15 8BG

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Inspection date: 26 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Babies and children are happy and well cared for. Their safety and well-being are closely supported. They form strong bonds with the caring and friendly staff, particularly their key person. Parents have complete confidence in the staff and say that they take all aspects of children's support incredibly seriously.

Staff carefully think through their curriculum to offer inviting and interesting activities and experiences that are closely based on children's age, learning needs and interests. Babies excitedly explore sand, water and soil, using tools to scoop and pour. Staff encourage children to explore the concept of transporting. Children move the sand, water and soil around and are interested in the effects they create. Staff skilfully motivate toddlers by linking learning to their interest in vehicles. For example, toddlers relish making marks as they roll cars through paint. They explore similar concepts outside where they roll items and pour water down ramps and channels. Older children enjoy the creative opportunities available to them. They test out their ideas and use different materials to create items such as a dough cake with sticks for birthday candles. They draw pictures and use colours inspired by the real flowers on display. Children explore making music with staff and have great fun copying each other's rhythms on tin cans. Children show curiosity and positive attitudes. They confidently select items and try out new things.

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

- The managers show considerable dedication to providing the best they can for children. Since the last inspection, they have researched and implemented a change in ethos for the nursery and are currently working towards becoming accredited in 'The Curiosity Approach'. This is helping them to support staff to embed the new teaching and use the new-style rooms and environment to their full effect. Managers regularly observe staff practice, provide supervision and support staff well.
- Children make good progress, including those with special educational needs and/or disabilities. Key persons carry out observations and assessments of children's learning. They act promptly if there are delays in children's development. They liaise with parents and the nursery's special educational needs coordinator and put in place additional support.
- Children benefit from the calm atmosphere that staff promote well across the whole nursery. Staff work with parents to support children's behaviour consistently. Babies and children learn to take turns and begin to understand the needs of others. Older children play together well. They share resources and often show thoughtful behaviour, such as helping their friends with items.
- Staff support children's communication effectively. They model language and use actions and signs to reinforce messages and ensure that children understand

and develop their skills. Babies and toddlers snuggle up to staff to share a book, babbling about the things they see. Children enjoy song time and join in with sounds or words and actions. Older children's conversation skills are good. They chat happily to staff and each other. They listen attentively at story time and share their knowledge as they answer staff's well-placed questions.

- Although staff plan the activities and areas well, they do not always adapt their routines to support children's learning and focus to consistently high levels. Staff working with the older children do not ensure that children can follow their interests fully and achieve their self-chosen goals, such as to finish a treasure hunt outside before lunchtime. Additionally, staff do not always adapt their approach successfully when toddlers' behaviour becomes exuberant, for example by taking them outside to enjoy the larger spaces for their physical play.
- Children develop their independence and sense of responsibility well. Staff working with the babies sensitively support their early skills. Children are offered age-appropriate challenges as they put their coats and footwear on when going outside. Children serve themselves food and drinks, and staff are mindful to support younger children. Older children conscientiously scrape their plates and stack their chairs after lunch. Babies and children are keen to do things for themselves and are proud of their achievements.
- Parents are very positive about how well the managers and staff keep them involved. They value the focus weeks and how staff share a real insight into how children are developing at the nursery. Parents say that staff always act on what parents are working on at home and link this into their plans.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the possible signs of abuse and what to do if they have any concerns about children's welfare or the conduct of other staff. Managers ensure that staff have strong safeguarding knowledge through regular training, spot checks and close focus on different aspects at meetings. Staff attend first-aid and food hygiene training to keep their knowledge of safe practices up to date. Security procedures are robust, and managers ensure that staff are suitable to work with children. Staff offer children beneficial opportunities to manage risks. Children learn to carefully use real household items, such as crockery and glasses, and they know what to do should breakages occur.

## What does the setting need to do to improve?

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

- help staff to adapt their routines more readily, flexibly following children's interests and supporting children's learning and focus to consistently high levels.

## Setting details

<b>Unique reference number</b>	EY491200
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10280437
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Hillside Day Nursery Ltd
<b>Registered person unique reference number</b>	RP902279
<b>Telephone number</b>	01179353511
<b>Date of previous inspection</b>	19 September 2017

## Information about this early years setting

Hillside Day Nursery registered in 2015 and is based in Kingswood, Bristol. It operates from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery employs 11 members of staff. Of these, nine hold appropriate qualifications from level 2 to level 6. Two members of staff are unqualified apprentices. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Howell

## 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 inspector viewed all areas of the nursery and discussed with the managers how these areas are used.
- The manager, deputy manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- Parents shared their views of the nursery with the inspector.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks and paediatric first-aid qualifications.
- The manager discussed the nursery's safety and child protection procedures, and the inspector held safeguarding discussions with members of the staff team.

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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