

Inspection of Hill Top Tots Day Nursery Limited

Hill Top Tots Day Nursery, 51 Highfields Road, Dronfield, Derbyshire S18 1UW

Inspection date: 19 September 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the nursery by friendly and approachable staff. Staff take time to work with parents and the children's key person from their previous rooms to find out as much as they can to help children to settle into new nursery rooms. They prepare the nursery rooms for the day with care and attention so that all the children attending can access the curriculum at the appropriate level for them. Children adapt well to new routines, and those who need extra support and help are comforted by their key person. Staff explain daily routines and expectations for behaviour in clear and appropriate ways. They talk to babies and toddlers about what is happening now and what will happen next. Pre-school children know that when a bell gently rings, they stop to listen to what staff want them to do next.

Staff help children to think about how to take care of themselves and others. They show children how to use play equipment safely and allow children to try things out for themselves. Outdoors, older children navigate stepping stones and play games with bats and balls, taking care not to hurt themselves or others as they do so. During play, staff talk to children about healthy lifestyles. Children learn about making healthy food choices by, for example, talking about having a biscuit as a treat.

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

- The provider has taken appropriate action to address the weaknesses identified at the last inspection. There is a well-kept record of staff Disclosure and Barring Service checks in place. Records of children having a progress check between the ages of two and three years are in place, and an effective system to make sure that every child has a check completed is working well.
- The manager and staff have created a strong curriculum that focuses on children's physical, social and communication development. The curriculum is well sequenced and, from room to room, the development of children's skill and understanding is apparent. Staff understand child development and apply their knowledge skilfully to adapt their approach to teaching for individual children. However, at times, they use casual language to refer to children, such as 'guys' and 'mate'. This type of phrasing does not help to prepare children for future relationships with adults in school.
- The special educational needs coordinator (SENCo) has a well-developed understanding of her role. She works closely with the parents and key persons of children with special educational needs and/or disabilities (SEND) to make sure that staff enable children to benefit fully from the nursery activities, resources and environment. For instance, planned activities, such as group story time, are adapted so that children who are active and sensory learners can

participate in a way that is meaningful to them.

- Key persons know how their children prefer to learn. They take this into account when they plan learning experiences. They understand that children learn and remember more when they have opportunities to practise and revisit skills in their play. For example, because children showed an interest using dinosaurs to make footprints in play dough, staff provided the opportunity again the next day. Children remembered what they had done previously to make the dough flat and gestured to staff using simple words to show that they recognised the differences in the footprints.
- Staff working with babies are in tune with the different stages the babies are at in their development. Staff respond to babies' babbles and use single words to name objects for babies to hear and mimic. The background music that staff play to help to settle babies is not turned off when they are calm. This music does not contribute to children's learning and impairs their ability to listen to staff.
- Staff have a consistent approach to managing children's behaviour across the nursery. They explain rules to children and, as they progress through the nursery, children are clear about staff expectations for their behaviour. They learn about emotions and about how their actions can affect other people.
- Children are helped to be independent from the time they start at nursery. Babies experience play that involves scooping and pouring sand with spoons and containers, to develop their grasp and coordination as a foundation for using cutlery. At mealtimes, they are encouraged to use specially designed cutlery to feed themselves. The impact of this practice is seen throughout the rest of the nursery where children persist and skilfully eat their meals using proper cutlery.

Safeguarding

The arrangements for safeguarding are effective.

All staff have regular training to keep up to date with their safeguarding knowledge. They have a secure understanding of what it means to safeguard children. They can describe the signs and symptoms that may indicate that a child is being exposed to harm or is at risk. They know what the nursery procedures are should they have a concern about a child in their care or about the behaviour of a colleague. Staff maintain a safe and secure environment for the children. Sleeping children are checked regularly, and staff know about safe sleep guidance.

What does the setting need to do to improve?

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

- address children using terms that are not casual and are more suited to supporting children's transition to school
- review how music is used in the baby room to make it a meaningful experience

that does not have a negative impact on babies' ability to hear sounds and words staff use.

Setting details

Unique reference number	206261
Local authority	Derbyshire
Inspection number	10291310
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	114
Name of registered person	Hill Top Tots Ltd
Registered person unique reference number	RP902750
Telephone number	01246 290063
Date of previous inspection	6 April 2023

Information about this early years setting

Hill Top Tots Day Nursery Limited registered in 1995 and is located in Dronfield. The nursery employs 16 members of childcare staff. Of these, 15 hold qualifications at level 3 and above, including one member of staff who holds early years teacher status. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Smith

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all the areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector assessed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and manager carried a joint observation of a group story time.
- Parents shared their views of the nursery with the inspector.
- 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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