

Inspection of Hillbury House Nursery

81 Denmark Villas, Hove, East Sussex BN3 3TH

Inspection date: 30 October 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff give children a warm welcome, so they arrive happily and are eager to start their day. They encourage children to find their peg and hang up their belongings. Staff provide a range of activities that children are excited to explore. They giggle and chat with friends as they begin to play. Older children enjoy playing with train tracks. They work as a team to connect the track to make a circle. Babies enjoy sharing books and singing familiar songs with caring staff.

Children have a positive attitude to learning. Staff motivate children to keep on trying when learning becomes difficult. Staff support babies to climb on soft play and pull themselves up on low-level equipment. They use positive praise and encouragement when older children navigate themselves over climbing equipment.

Children regularly go out into the local community. Staff plan a wide range of exciting opportunities for children to encounter new experiences. For example, they visit the local shops and elderly care homes. Children take part in community sponsored walks to raise funds for charity. They develop confidence through caring interactions with a variety of community members. This supports children's learning of the wider community.

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

- Leaders have built a curriculum that focuses on what they want children to learn. Staff plan exciting and enjoyable topics such as planets and space. Children beam with excitement as they confidently name planets, such as Jupiter, Mars and Saturn. However, some activities are pitched too high and are not closely matched to children's abilities. Occasionally, staff direct younger children's activities too much and do not always support their creativity. This results in some children losing interest and lacking engagement in their learning.
- All children benefit from caring relationships with their key person. When babies wake from their sleep, they see their key person and reach out for cuddles. Older children seek out their key person to play or snuggle up to share stories. Each key person knows the children they care for very well. This supports a sense of belonging at the nursery.
- Overall, children behave well. They use good manners and learn to say please and thank you. Some staff give clear direction to support children's understanding of expectations. However, occasionally, staff are not consistent in their approach. This results in children repeating behaviours such as throwing and snatching toys. This means children do not fully understand what is expected of them, or how to manage their behaviour.
- Children are beginning to manage their own independence and personal hygiene. For example, they wash their hands before mealtimes and wipe their

own nose. Younger children feed themselves with support from staff. Older children take responsibility for the environment as they tidy away their toys. This helps children to develop independence skills required for their future.

- Partnership with parents is good. Staff work closely with parents to support their children's learning at home. For example, they provide learning bags and exciting projects for families to complete together at home. Parents say that they feel fully involved in their children's learning. They value the opportunities to meet with staff during regular parent coffee mornings.
- Children with special educational needs and/or disabilities (SEND) receive good support. The special educational needs coordinator (SENCo) works closely with parents, key persons and other professionals to devise targeted plans. This supports children in achieving the best possible outcomes.
- Leaders are experienced and knowledgeable. They are extremely passionate about making continuous improvements to the nursery. For example, they have clear action plans in place to support staff skills and knowledge. Staff who are new to their role are given training, mentoring and guidance. Supervisions are in place to support staff's well-being. Leaders celebrate staff's achievements through recognition 'shout outs'. This inspires staff and increases morale.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and all staff complete regular training to keep their safeguarding knowledge updated. They are confident about what to do to ensure that children are kept from harm. All staff know who to contact to seek advice and how to manage any potential concerns. Staff have a secure understanding of the processes to follow in the event of an allegation against a member of staff. Leaders carry out robust recruitment checks on staff to ensure that they are suitable to work with children. The premises are safe and secure and staff use regular risk assessments to ensure any hazards are minimised.

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 strengthen the implementation of the curriculum, to provide children with activities more precisely matched to their learning needs
- support staff to be consistent in their behaviour management strategies, to build on children's understanding of behaviour expectations.

Setting details

Unique reference number	130690
Local authority	Brighton and Hove
Inspection number	10313599
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 5
Total number of places	30
Number of children on roll	40
Name of registered person	Hillbury House Nursery Limited
Registered person unique reference number	RP535298
Telephone number	01273 730 004
Date of previous inspection	4 June 2019

Information about this early years setting

Hillbury House Nursery registered in 1993. It operates from the rear of Ralli Hall, in Hove, East Sussex. The nursery opens each weekday from 8am to 6pm for 51 weeks of the year. The nursery employs 10 members of childcare staff. One member of staff holds a level 6 qualification, four staff hold a level three qualification, two staff hold a level two qualification and three staff are unqualified. The provider receives funding to offer early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- This was the first routine inspection the provider received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken into account their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- Staff 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 inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The manager and the inspector carried out a joint observation during an activity.
- Parents shared their views of the setting with the inspector.
- The nominated individual showed the inspector documentation to demonstrate the suitability of staff.

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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