

# Inspection of Hillside Playcare

Terling Village Hall, Terling, Essex CM3 2PW

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Inspection date: 13 November 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

On arrival, children are warmly greeted by staff who enthusiastically engage them in discussions about what they have been doing since they last came to the nursery. Children develop positive relationships with the staff, who know them well. This helps children to feel safe and secure and promotes their self-esteem. Children settle quickly and are eager and excited to explore the resources and activities. Staff encourage children to persevere to complete tasks and offer praise when they achieve them. Children are proud of their achievements. For example, they eagerly seek out visitors to tell them they have zipped up their own coats.

Staff implement a curriculum that children benefit from, and this helps them develop a positive attitude to learning. Young children move their hands back and forth across a variety of fabrics that are displayed on the wall, showing interest and curiosity in the different textures. Older children use brushes with good control to swirl and mix paints together to create new colours. They show high levels of imagination as they pour the paint into metal goblets and say they are making potions. Children demonstrate that they remember what they have been taught. For example, they say the potion is 'poisonous', recalling the word from previous discussions with staff about mushrooms.

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

- The provider is passionate about what she does and works closely with her dedicated staff as a team. They work hard to provide a curriculum that sparks children's curiosity and promotes their learning. Assessment is used effectively to monitor children's progress. Staff use the information to provide rich opportunities that help children build on their knowledge and skills. Any gaps in children's development are swiftly addressed, and targeted support is put in place. As a result, children enjoy learning and make good progress.
- Staff visit children at home and gather information from parents and carers before the children start. They use this information to help them understand and plan for children's individual care and learning needs. The provider arranges settling-in sessions to accommodate children's individual needs. As a result, children receive the tailored support they need from the beginning.
- Children's communication and language skills are developing well. Staff engage children in back-and-forth conversations throughout the day. They speak clearly, introduce new words and sensitively repeat any words that children mispronounce. Children enjoy listening to stories and joining in with familiar songs. They demonstrate their growing vocabulary as they confidently share their thoughts and ideas with each other and the staff.
- Staff support early mathematics effectively. For example, children count the six dough balls they have made, and staff encourage them to identify the matching

numeral. Staff challenge older children to predict how many more dough balls they need for the eight children at the table. This helps children develop good mathematical skills.

- Staff promote children's independence. For example, children pour their own drinks, cut fruit and vegetables for snack and put on their coats and shoes. Children wipe their noses at the 'sneeze station' and dispose of tissues in the bin. This helps children to manage their own personal needs and develop an understanding of good hygiene practice.
- The provider and manager regularly meet with staff to discuss any concerns they may have. Staff share ideas and observe each other to help improve their practice. They are encouraged to engage with professional development opportunities to enhance their already good knowledge and skills further. The provider places a high priority on staff well-being, and staff advise that they feel supported.
- Parents are full of praise for the nursery. They comment that staff are always happy, supportive and friendly. Staff regularly share information about children's development and provide information to help parents support and extend children's learning at home. Parents particularly value the events the provider arranges so that they and other family members can visit the nursery.
- Staff have high expectations for children's behaviour, and overall, children behave well. Staff intervene to help children manage their behaviour. However, they do not always use clear and consistent strategies to help children understand the expectations and the impact of their behaviour on others.

## Safeguarding

The arrangements for safeguarding are effective.

The provider, manager and staff demonstrate a secure understanding of how to safeguard children. All staff attend regular training and have a thorough understanding of the possible signs and behaviours that may indicate a child is at risk of harm. Staff are very clear about the steps to take should they have any concerns about a child or the conduct of a colleague. The management team regularly checks that staff's knowledge remains up to date and secure. The provider has a rigorous recruitment procedure and conducts ongoing suitability checks to ensure that all those working with children are suitable to do so.

## 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 implement consistent strategies to help children understand the expectations for their behaviour and the impact of their behaviour on others.

## Setting details

<b>Unique reference number</b>	EY496100
<b>Local authority</b>	Essex
<b>Inspection number</b>	10305070
<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>	2 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Talbot, Maxine Louise
<b>Registered person unique reference number</b>	RP906777
<b>Telephone number</b>	01245233433
<b>Date of previous inspection</b>	9 February 2018

## Information about this early years setting

Hillside Playcare registered in 2015. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including the provider, who holds qualified teacher status. The nursery is open during term time on Monday, Wednesday and Friday, from 8.30am until 3.30pm. Thursday sessions are for pre-school children and are from 8.30am until 1pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Marisa White

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 inspector spoke to staff and children at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to several parents and carers and took their views into consideration.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working at 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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