

Hill Top Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY287274
Inspection date	03 July 2007
Inspector	Patricia Graham
Setting Address	Stalyhill Drive, Off Mottram Old Road, Stalybridge, Cheshire, SK15 2TR
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Registered person	Eve Maria Elturkie
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Hilltop Private Day Nursery was registered in 2004. It operates from a purpose built establishment situated in the grounds of a primary school in the Stalyhill area of Tameside. A maximum of 67 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 98 children on roll in the nursery. Of these, 36 children receive funding for early education. The nursery supports children with learning difficulties and disabilities and also cares for children with English as an additional language.

The nursery employs 18 members of staff. Of these, 13 hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are developing an excellent understanding of healthy eating. They grow their own produce, such as sweet peppers, spinach and sage and thoroughly enjoy tasting their ripened strawberries. Children take an active part in preparing meals, for example, they cut and prepare the vegetables to make 'Gruffalos crumble' and show delight as they make banana milkshakes for their friends in their café. This is totally supported as healthy eating is truly reflected throughout the nursery. Children are well nourished and enjoy a nutritionally balanced diet. They benefit from a varied menu, which ensures they consume a minimum of five portions of fruit and vegetables per day. Dietary requirements are agreed with parents and children's preferences are well catered for as specific foods are removed from the menu to promote their well-being. At other times children are offered identical dishes, made with different ingredients. Children are continually hydrated as they access fresh drinking water, which is available at all times.

Children are cared for in a nursery, which is maintained to a high standard of cleanliness. Staff implement effective hygiene procedures. For example, a consistent rota for cleaning toys and resources is in place, which minimises the risk of cross contamination. Children also take part as they actively help to wash the toys as part of their play and learning. They take responsibility for brushing their teeth and washing their hands at appropriate times, which promotes independence with their personal care. Their independence and hygiene are totally assured as staff are always close by to support and offer help if needed. Children are protected from illness and infection because clear procedures are in place for administering medication. An effective sick child policy, which outlines communicable diseases, is shared with parents and is fully understood by all members of staff.

All children benefit from fresh air and exercise and take part in regular outdoor activities using the well equipped outdoor play area. The outdoor curriculum is purposefully planned, which ensure children have excellent opportunities to refine their physical skills and explore the outdoor environment. For example, they play ball games, balance on beams and ride trikes with increasing control. At other times children refine their fine motor skills as they dig for mini-beasts using spades, diggers and forks, which are accessible in the well stocked garden box. Babies have ample room to develop their skills, which promotes their good health. They gain confidence as they sit with support and develop their physical skills as they crawl and cruise around the room. Children are secure with consistent routines, which are offered throughout the day. For example, sleep arrangements for babies are agreed with parents and babies are totally assured as staff are sensitive to their individual needs. This ensures their comfort and continuity of care.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The physical environment is extremely welcoming to parents and children. As a result, children are very settled and secure. The nursery is beautifully displayed throughout with valuable information for parents, which is complemented with photographs of their children at play. Children's artwork is displayed at their height, which boosts their confidence and self-esteem. The effective storage of toys helps children develop independence as resources are stored in low level units and colour coded baskets, which are labelled with words and pictures. Children

benefit from a good amount of space, which is used effectively. For example, careful consideration has been given to how the rooms can be organised to accommodate children sleeping and resting. Babies enjoy exploring their environment as they crawl across the soft carpet and self select activities beautifully presented at their level. Most appealing is the attractive sensory area, which babies thoroughly enjoy.

Staff give high priority to keeping children safe and secure and take all necessary precautions to minimise risks to children. For example, thorough risk assessments are undertaken and effective procedures are in place for the safe collection of children. All visitors are closely monitored and health and safety procedures are continually updated and reviewed, which ensure children's safety and well-being. Children's awareness of safety is enhanced through meaningful activities with staff. For example, they have visits from the school crossing patrol and partake in purposeful role play to raise their awareness of road safety. Staff consistently talk to children about safety and discuss how to avoid accidental injury, for example, when using hammers and nails.

Children are safeguarded because effective procedures are in place. Staff have an excellent understanding of child protection issues through relevant training and induction. Those who have not accessed training are booked on a child protection course as a priority. Staff are fully aware of possible signs and symptoms displayed by children suffering abuse and are confident to report their concerns. Designated members of the management team are fully aware of their duty to respond immediately to any child protection concerns.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children settle quickly on arrival and thoroughly enjoy their time at the nursery. They are extremely independent as they make choices from the interesting range of stimulating activities, which are easily accessible. Babies enjoy the texture of paint as they make handprints and they delight as they crawl in the sand and play 'Peek a boo' with the draped fabrics in the sensory area. Children are extremely creative as they make their own instruments, which they use purposefully in play. They build a huge repertoire of songs and dance with great gusto as they move their bodies freely to the music. Staff are superb role models as they actively join in their fun and offer lots of praise and encouragement as children move softly to the music and giggle excitedly as they hop enthusiastically like grasshoppers.

Children form strong attachments with staff and are totally reassured as they are offered lots of kind words and cuddles. They snuggle together reading books and are totally mesmerised as they listen to stories, which are told with great enthusiasm and superb sound effects created by staff. They are confident communicators as staff are attentive and show a keen interest in what they say and do. For example, staff respond beautifully to babies babbles with audible words and good body language. They encourage older children to think by using lots of open ended questions and engaging children in conversation.

The 'Birth to three matters' framework is used extremely well to enrich the learning experiences for babies and toddlers. For example, activities are planned according to their stage of development and their next steps are clearly identified. Staff record detailed observations, which are used to inform future planning. The planning includes all the components of the framework, which builds on their curiosity and provides excellent outcomes for younger children.

Nursery Education

Staff have an excellent understanding of the Foundation Stage curriculum. They have effective systems in place to observe, monitor and record children's achievements. This is totally enhanced as planning focuses on personalised learning, which means children make superb progress in their early education. Children display high levels of involvement in all aspects of their day. They operate independently as they make their own hats for the graduation ceremony and play harmoniously with their peers as they make moulds with the water and sand. Children have access to all areas because staff understand the importance of continuous provision. For example, superb use is made of the outdoor area, which is an additional learning environment for children to explore. Children link sounds and letters as they partake in self-registration. They talk with confidence and use a wide range of words to elaborate their ideas. For example, a child talks in detail about what will happen as she mixes different colours. At other times children use good descriptive words as they play imaginatively in role play situations. This truly enhances their language and communication.

Children have excellent opportunities to become aware of the world around them. They learn about different countries in the world, for example, they identify different currencies as they play matching games with Euros and Cypriot Pounds. They show an awareness of nature as they plant sunflower seeds and observe the changes as they watch them grow into flowers. Their mathematical skills are truly fostered as they carefully measure the sunflower, using tape measures and record their findings on clipboards. They use size language, such as taller and smaller when they compare their height with the sunflower. They estimate how children are present at gathering time and have great fun playing number games with staff. Children use their senses to explore malleable materials and create interesting models. They use small tools, such as scissors, hammers, paintbrushes and writing implements with extreme competence.

Helping children make a positive contribution

The provision is outstanding.

Children are valued as individuals and treated with equal concern. Their individual needs are successfully met because staff use detailed discussions with parents to establish children's needs and interests. Staff have an excellent understanding of equal opportunities issues and use it to actively encourage children to learn about the world around them. For example, children take part in an African experience as they make music and African jewellery for their role play. They develop a love of poetry as they learn about Robert Burns and children become increasingly aware of the wider society through access to excellent resources, which promote positive images of diversity. Staff are extremely supportive to children who speak English as an additional language. They take time to learn key words and effective use of empathy dolls and sign language help foster children's communication skills. Consequently, children's spiritual, moral, social and cultural development is fostered.

Staff are very supportive to children with learning difficulties and disabilities. They focus on the child's needs and interests and work in partnership with parents and outside agencies to ensure children reach their full potential. Adaptations to activities and areas of play provide a fully inclusive environment, which means children can take an active part in all aspects of the nursery day.

Children play harmoniously in the nursery because they are given meaningful praise and encouragement. For example, they are rewarded with kind words and lots of cuddles from staff, who are extremely attentive to their needs. Their achievements are acknowledged through 'Star of the week' as their certificates and photographs are proudly displayed for all to see. This is complemented with lovely quotes from their friends, parents and staff. As a result,

children's self-esteem flourishes. The behaviour management policy is clearly implemented as staff talk to children at their level of understanding, which helps children learn right from wrong. Staff are positive role models and lead by example as they show respect for all children. As a result, children have a caring relationship with their peers.

The partnership with parents and carers is outstanding. Parents receive a wealth of information about the care and education provided through displays, daily diaries, newsletters and verbal updates. Children's developmental records are shared with parents and informative meetings enable parents to gain an accurate picture of how their children learn. Parents are actively encouraged to become involved in their child's learning because they are fully informed of current themes and topics. For example, they thoroughly enjoy practising Swahili words with their children as part of their African experience. Parents are extremely complimentary of the care and education provided and they are confident in approaching the staff to discuss their child's needs. Parent's comments are actively encouraged through regular questionnaires and suggestion boxes are accessible throughout the nursery. Parents have superb opportunities to celebrate their child's achievements and relish the graduation ceremonies, which acknowledge their child's progression through the stepping stones.

Organisation

The organisation is outstanding.

Children are cared for in a well resourced base rooms, which are extremely organised and beautifully set out to promote children's play, learning and enjoyment. Children are cared for by staff who are dedicated and experienced. As a result, children thrive because staff have a clear understanding of their needs and interests.

Staff are effectively deployed and consistently interact with children to give them ample support and encouragement, which helps them feel safe and secure. The staff team are committed to continually improve the quality of care and education provided. They attend regular training courses and cascade their skills and knowledge with colleagues. This promotes superb outcomes for children.

Leadership and management is outstanding. A member of the management team takes full responsibility for the Foundation Stage curriculum. She has robust systems in place for monitoring and assessing the six areas of learning. This contributes significantly to children's progress towards the early learning goals. The management team promote an excellent working atmosphere by working harmoniously with the staff. They offer high levels of support and they ensure staff have required time out to complete curriculum planning and progress records. This means children's records are continually updated and their needs are totally met.

All required documentation is in place, in line with the requirements of the National Standards. Policies and procedures are successfully implemented and continuously reviewed, ensuring the efficient management of the provision. This totally enhances children's health, safety and well-being. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to: ensure a deputy manager is in place; ensure all records, policies and procedures are available for inspection and shared with parents and

provide additional toys and activities, in order to meet the developmental needs of the children in the toddler room.

An additional manager and deputy manager are now in place, which ensures the smooth running of the nursery. The management team take full responsibility for updating policies and procedures, which are clear, concise and shared with parents. This keeps parents fully informed about the provision for their child. Children access a superb range of toys, resources and activities. As a result, children are continually stimulated, which enhances their care and learning opportunities

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk