

Hill Top Private Day Nursery

Inspection report for early years provision

Unique reference number EY287274
Inspection date 14/08/2009
Inspector Judith Anne Kerr

Setting address Stalyhill Drive, Off Mottram Old Road, Stalybridge,
Cheshire, SK15 2TR

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Hilltop Private Day Nursery was registered in 2004. It operates from a purpose built establishment situated in the grounds of Stalyhill Primary School in 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.

The nursery is registered on the Early Years Register. A maximum of 67 children may attend the nursery at any one time. There are currently 78 children on roll aged from eight months to four years, some on part time places. The nursery currently supports a number of children with learning difficulties and disabilities. The nursery provides funded early education for three and four year olds.

There are 20 members of staff, 14 of whom hold appropriate early years qualifications to at least NVQ level 2. Three members of staff are working towards further qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children follow their own interests and have access to a wide range of stimulating and imaginatively planned activities, which supports their welfare, learning and development well. Some aspects of documentation do not meet requirements. Their individual needs are exceptionally well fostered as staff establish excellent partnerships with parents and others. Effective processes are in place to monitor and evaluate the setting and target specific areas for improvement, which are continuous and ongoing.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the risk assessments in relation to access to the kitchen and mops and buckets.

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare).

31/08/2009

The leadership and management of the early years provision

All staff undertake safeguarding training. As a result, they have a secure knowledge of how to protect children from harm and abuse and know how to

report their concerns to the appropriate persons. Risk assessments are regularly completed and reviewed to identify hazards to children. However, at times a mop and bucket in one of the rooms and the kitchen were accessible. In addition, written permission for seeking emergency medical treatment is not requested from parents. This is a requirement in regulations.

The setting continually strives for improvement and has high aspirations for the quality of care and learning it provides for children. Practice is continually evaluated to ensure staff are focused on meeting the needs of all children. Areas for ongoing improvement are identified through self-evaluation. For example, since the last inspection the 'Chatter Matters' system has been introduced to improve communication skills for children throughout the nursery. Plans for the future include an extension to provide additional play space and further development of the outdoors to include a covered area with stimulating play opportunities in all six areas of learning.

The manager is proactive in supporting all staff with regard to training and getting the absolute best out of them in terms of utilising their skills. A wealth of training both external and 'in house' is used to enhance staff's knowledge and understanding in all areas of child development. As a result, many staff are qualified and several are now working towards degree level qualifications. Staff consider how the environment and organisation impacts on children's behaviour and recognise that by making small changes there is a significant impact on the way children behave.

Those in charge value staff's contributions and recognise their commitment to ensuring the setting runs smoothly and practice is of a consistently high standard. They work effectively to ensure that routines are seamless and children are happy and secure. They are aware of their roles, each one has their own responsibilities to ensure that children's welfare and learning needs are promoted well. They deploy themselves effectively to ensure that children are interested in their play. Staff have an excellent understanding of the setting's policies and procedures and implement these effectively. Children benefit from a cohesive staff team who are highly motivated, enthusiastic and committed to providing a stimulating environment for the children. The staff work with the utmost professionalism at all times.

Staff go to considerable lengths to establish positive partnerships with parents and as a result, this is a key strength of the setting. Parents receive comprehensive information about all aspects of their child's welfare, learning and development. Their views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are met. Parents receive ongoing information about how they can support and consolidate their child's learning at home. Workshops relating to different subjects, such as the 'Chatter Matters' project further help parents to understand their children's learning and development. They are encouraged to record information in a news book, which passes each week between home and nursery, thereby allowing staff to understand what is happening in each child's life. Excellent systems, such as transitional visits are in place to share information with other settings and ensure consistency and continuity for children's care, learning and development.

The quality and standards of the early years provision

Staff have an excellent understanding of the Early Years Foundation Stage requirements and exploit learning opportunities across all areas of learning throughout activities, to ensure all children reach their full potential. They use their knowledge of each child's current abilities to provide a framework for their future learning and development. Children are given time to complete tasks, particularly when they are engrossed and absorbed in their play. Consequently, routines are flexible in all rooms to respond to children's interests. Activities are led by the children themselves and they are fully encouraged to develop their critical thinking and creativity.

Children develop excellent communication skills as staff engage with them, ask lots of open-ended questions and listen intently to what they have to say. Babies and younger children have lots of eye contact with staff who respond to their gurgles and early attempts to form words. Older children take turns to take Bobby the cat and Marcus home and on their return, their adventures are shared with the other children in the books, which are completed. At registration, children talk about the weather and recognise it is morning 'because they have just had breakfast'. All children confidently and appropriately use signing as they say good afternoon or sing familiar songs. A visit from the paramedics proves very popular and children listen intently as they discuss the importance of helping others. Great fun is had as the siren is sounded.

Children use a variety of materials, painting and printing techniques to develop their creativity and imagination. They enjoy exploring a variety of different textures, such as feathers, glitter, tissue paper, cotton wool, soapy water and sand. Each week all children, including babies, relish cooking activities where they are all able to be actively involved. Older children are able to weigh and measure ingredients while babies can stir the different mixtures with support from staff.

Excellent use is made of the outdoor play area, which is continually evolving and developing. Children plant and grow their own vegetables, such as tomatoes and peppers and learn how to give their plants a drink. They negotiate their way across the balancing beams and manoeuvre their way through the tyres. When pretending to be Thomas the train they practise moving slow and fast. Many of the resources used inside are replicated outside and children play outdoors in all weathers. For example, children wear the special wet suits provided by the nursery and have great fun building a snowman. In continuing with the outdoor theme, children go on bug hunts following a visit with various unusual insects and creatures.

Extremely healthy and nutritious meals are freshly prepared daily on the premises. Menus are varied and use seasonal produce, which children help to pick from the garden and prepare. Specific dietary needs are catered for. Ingenious methods including pureeing several vegetables together ensure children eat at least five of the recommended fruit and vegetables each day. The children regularly eat fresh fruit, yoghurts and homemade cakes and biscuits to ensure they also have

adequate carbohydrates. Children know why they need to wash their hands before they eat their lunch and understand that germs can be transferred to food and make them poorly. Effective procedures are in place for emergency evacuation and those children old enough are aware of how they exit the building and where to assemble.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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