

Hilltoppers Nursery

The Hill Primary Academy, Tudor Street, Thurnscoe, ROTHERHAM, South Yorkshire, S63 0DS

Inspection date

Previous inspection date

25/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The nursery provides innovative educational programmes that enhance the learning and development opportunities for all children. Consequently, children enjoy stimulating and imaginative experiences and develop a highly positive attitude to learning.
- Rigorous assessments, observations and planning support practitioner's exceptional understanding of children's individual stage of development. As a result, children make rapid progress in their learning and development.
- Robust monitoring systems ensure that early interventions are put in place for children who may be at risk of falling behind in their learning and development.
- Parents have a wide variety of ways to engage directly with their children's learning and also to make ongoing contributions to the drive for the continuous improvement of the nursery.
- The management demonstrate a dedicated commitment to maintain the high quality provision. This is reflected through the clear development plan and a programme of training and support to enhance staff's already excellent skills and knowledge.
- The nursery provides excellent opportunities with the linked academy that enables children to become familiar with school life and they are, therefore, extremely well prepared for their next stage of learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector undertook a tour of the premises.
 - The inspector carried out a joint observation of practice with the nursery manager.
 - The inspector held a meeting with the manager and nominated person and spoke with staff, children and parents at appropriate times.
 - The inspector carried out observations of childcare staff and their interactions with children throughout the day.
- The inspector sampled a selection of documentation, including recruitment and induction procedures, performance management monitoring records, children's records, self-evaluation record, planning documentation, and written policies.
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Inspector

Susan Wilcockson

Full Report

Information about the setting

Hilltoppers Nursery was re-opened in 2013 on the Early Years Register. It is based within Hill Primary Academy situated in Thurnscoe, South Yorkshire and is owned and managed by The Hill Primary School Academy board of Governors. The nursery serves the local area and is accessible to all children. It operates from one large playroom which incorporates a section for babies. There is a large outdoor space for outdoor play.

The nursery employs 10 members of childcare staff. All hold appropriate early years qualifications, including nine at level 3 or above, with one member of staff at level 6. In addition, the nursery receives support from academy staff with administration, maintenance and lunchtime support. The nursery opens Monday to Friday all year round, except for two weeks at Christmas. Hours of opening are from 7.30am until 6pm, and children attend for a variety of sessions. There are currently 50 children attending, who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already excellent opportunities for children in the outdoor environment, to provide even more opportunities for children to develop their small muscle skills so that resources outdoors reflect all learning opportunities indoors.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make excellent progress in their learning and development because staff are committed to gaining a thorough knowledge and understanding of each individual child. They work with parents from the start to gain detailed information about the child and carry out initial observations that enable them to develop a starting point for the child's learning and development. Robust observations and planning support practitioner's exceptional ongoing understanding of children's individual stage of development. The nursery has a rigorous assessment system that enables children's progress to be tracked. This enables staff to see if progress is as expected, above, or below that typical for children's age and stage of development. Consequently, any gaps in learning which may indicate that children are at risk of falling behind in their stage of development are addressed through early intervention programmes so that gaps rapidly close. In addition, the nursery works extremely closely with the academy foundation stage in all areas of assessment and carry out a collaborative moderation of children's learning and

development files. This ensures that a consistently high quality assessment process is in place and that observations and assessments are accurate and specific for each child.

The nursery provides innovative educational programmes. Consequently, children thoroughly enjoy stimulating and imaginative experiences that are exceptionally well planned and supported by high quality teaching. Through these experiences children develop a very positive attitude to learning. This attitude provides children with the fundamental foundation upon which to support their future learning. Children throughout the nursery are very well motivated and very eager to join in activities. They demonstrate a high level of engagement in both planned activities and in their independent play. Individual children's next steps of learning are clearly identified and support each child to reach their full potential.

Staff interaction with children and babies is of a consistently high standard. There is a strong emphasis on developing children's communication and language and as a result, the quality of teaching and learning is exceptional. The nursery has staff trained in speech and language support and has implemented a relevant assessment programme. Staff consistently praise very young children for their words spoken, modelling words to reinforce the child's understanding of the spoken language. Older children enthusiastically join a member of staff in an activity that develops their phonetic awareness. For example, a young child clearly demonstrates her knowledge that the letter 'm' represents the initial sound of her name and goes on to tell the staff member that 'm' also begins 'mouse' 'mountain' and 'mirror'. A young child tells the inspector to 'listen, that's a lorry' when he hears the reversing sound.

All aspects of children's physical development are addressed. Staff provide a wealth of opportunities for children to develop both their small muscle skills and large muscle skills. The outdoor area for babies has an artificial grass surface that enables young babies to crawl safely, encouraged by staff and praised for their movements. A range of bikes, climbing apparatus, and balls are provided at all times, that are age appropriate to provide physical challenge. The manager has carefully considered the nursery environment and has identified an opportunity to enhance the already excellent opportunities for children in the outdoor environment, to develop their small muscle skills, by providing more resources that echo those found in the indoor environment.

The environment is skilfully arranged to enable children to move freely within the nursery and to the outdoor area and careful consideration has been given by the management and staff to children's developing social skills. Cosy corners are developed to allow children quiet time, for example, to snuggle with a staff member to look at books. Small groups of children engage together developing imaginative play. A member of staff supports a group of children building a garage with the big bricks. The children learn to think critically and problem solve together as she asks open-ended questions, for example, 'How are we going to fit a roof?' Children learn about the world they live in through the garden area where they plant and grow fruit and vegetables which they then cook and eat in the nursery. The nursery staff are proactive in developing children's knowledge of their community. They take children visit local facilities, such as the library, and also invite people into the setting, for example, the police and fire service, so that children begin to understand how these people can provide support and help them to keep safe.

Opportunities for children to develop their mathematical knowledge are enhanced through the numeracy programme offered. This is an area of learning that has been effectively developed to support children in preparation for their next stage of education. Staff model counting skills with young children, praising their attempts to cite numbers. Older children thoroughly enjoy the adult planned activities. They confidently count to 20 and clearly recognise numbers to five, matching the correct number of cubes.

Parents have a wide variety of ways to engage directly with their children's learning and also to make ongoing contributions to the drive for the continuous improvement of the nursery. Parents talk about how friendly and approachable the staff are. There are excellent opportunities for parents to contribute to their children's learning and development. Children can take home 'Sylvester' and 'Honey' the toy bears to share what they have done over the weekend. Parents are given information about the expected levels of development for their child and speak highly about the opportunities to discuss and share information with their child's key person. Parents are encouraged to record events their child has away from the nursery and can also contribute directly to the nursery planning with ideas for activities linked to experiences. Staff provide daily verbal or written information that promotes a continuity of learning and care.

The nursery celebrates festivals and events that promote the importance of culture and diversity. For example, the children take part in a Christmas festival alongside the foundation stage in the Academy. Children's individual cultures are exceptionally well valued and respected within the nursery. For example, the nursery provides translations for children where English may be an additional language as well as resources that reflect the child's culture. These are incorporated skilfully by staff into the daily provision and discussions strengthening children's awareness of similarities and differences between themselves and others. Very strong links with the academy ensure that children are well prepared for their next stage of learning as they become familiar with school life. Comprehensive records of children's learning and development are shared to promote the continuity of learning.

The contribution of the early years provision to the well-being of children

There is an exceptionally strong emphasis by the management and staff on the care and well-being of children. A highly effective key person system ensures that all children settle quickly and they clearly demonstrate they feel very safe and secure. The nursery has implemented a buddy key person system to ensure that a familiar member of staff is consistently available to support each child's emotional well-being. The detailed information gained from parents enables staff to provide high quality care that mirrors home care routines. For example, parents advise on how they wish their child to sleep from a good choice of beds and sleep baskets. Staff demonstrate highly sensitive and caring approach to children, for example, gently rocking a child as she falls asleep. Parents comment on the very positive relationships their child has with their key persons.

The nursery provides strong daily routines that contribute to children's rapid development in their social, emotional, physical and communicative development. Staff are extremely

considerate to inform children about care routines that are required, such as nappy changes, in order to maintain both their physical and emotional well-being. The staff maintain children's interest and concentration in activities by ensuring that these are readily available for children to return to, for example, after lunchtime. Children and babies demonstrate high levels of confidence and a strong sense of belonging as they thoroughly explore their environment and the opportunities and experiences available to them. They demonstrate strong independence skills through careful and sensitive scaffolding from staff and have an excellent understanding of self-care. Children skilfully put on outdoor coats, they remember to wash their hands after using the toilet and younger children put out mats to sit on before snack time. Toddlers eating lunch in the school hall soon learn to cut up their own food as staff sensitively model the actions required.

Resources and toys are highly accessible to all children indoors and outdoors. The environment is carefully arranged to provide children with a wide choice of activities and experiences that support and stimulate their interests. Parents comment on how happy their children are to be at the nursery with their friends. Children's behaviour is excellent as they are supported by staff who are consistent positive role models. Older babies show an excellent understanding of sharing and staff enthusiastically praise children to reinforce kind behaviour. Older children develop excellent negotiating skills and can manage situations that arise independently, reinforcing the need to take turns without the need for staff intervention. Children's welfare is exceptionally well-protected by a comprehensive range of policies and parental permissions. Throughout the nursery, staff are vigilant at all times, which ensures children's safety. They are reminded about potential risk. For example, a younger baby is gently reminded not to chew a crayon as it will make her poorly.

Children develop a good understanding of a healthy lifestyle. They enjoy exercise in the outdoor area and grow vegetables and fruits which they taste in the nursery. The academy provides healthy meals for the children and they make their own choices from healthy options offered. The nursery is currently participating in the Healthy Early Years Award supporting children's understanding of routine practices that keep them healthy. For example, through this award children learn about the importance of brushing their teeth and an awareness of oral health.

The environment within in the nursery has been developed highly effectively to support children's movement between and beyond the nursery. The open plan nature of the nursery ensures that babies move smoothly into the next room when the time comes. A priority of the management is the support children receive in preparing them for their move to the next stage of learning. Older children and toddlers both have their lunch in the school hall which has been designed to provide a warm environment for young children. In addition, the nursery works extremely closely with the foundation stage providing shared activities and experiences which supports the continuity of care for the children moving into the academy. The nursery is fully mindful where children may be moving to other schools and is proactive in supporting these moves. Teachers are invited into the nursery to share information and records about each child's learning and development.

The effectiveness of the leadership and management of the early years provision

Leadership and management of the nursery is inspirational. There is an extremely strong drive by management and staff to provide the best possible care and learning opportunities for the children that attend the nursery. As a result, staff are motivated and enthusiastic about the high quality care and learning they provide for children.

The safety of children is paramount and safeguarding procedures are exemplary, clearly understood by all staff. Risk assessments and safety checks are detailed and ensure that the environment is safe for children. All documentation relating to the Statutory framework for the Early Years Foundation Stage is in place and of a high standard that underpins the care and learning for all children attending the nursery. An annual review of all policies and procedures ensures that staff have a consistent understanding of their roles and responsibilities. Robust monitoring systems and moderation ensures that early interventions are put in place for children who may be at risk of falling behind in their learning and development.

A meticulous recruitment process ensures that children are safeguarded by extremely suitable staff. All staff undertake the appropriate checks with the Disclosure and Barring Service and references are sought before staff are employed. The appraisal and supervision process is rigorous. Peer observations are carried out to further support staff in their provision of high quality practice. Inspirational training is provided for staff that is tailored to meet the needs of the children attending, for example, to support speech and language. Staff have attended specific training to provide enhanced provision for all children in developing their language and communication development. All staff have paediatric first-aid training.

Partnership working is highly effective. The nursery and academy work tirelessly to ensure that the children in their care receive the help and support they may require to fulfil their learning potential. Strong links are in place with the local authority services, children's centre and health care professionals to ensure that children and their families access the support they need. The views of parents and children's are sought to enable the management to consider changes that bring about effective benefits, tailored to families' requirements. Self-evaluation of the nursery is robust and actively contributes to the high quality of the nursery. This is brought about through the clear development plan that drives change that benefits the children and families attending the nursery.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY461783
Local authority	Barnsley
Inspection number	909928
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	50
Name of provider	Navigate Academies Trust
Date of previous inspection	not applicable
Telephone number	01709892145

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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