

Hill Top Private Day Nursery

Stalyhill Drive, Stalybridge, SK15 2TR



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|--------------------------|-----------------|
| Inspection date | 8 February 2016 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Partnerships with parents are superb. Staff provide innovative ways for all parents to engage in their children's learning. Effective star of the week reports and news books help to keep parents informed of their children's time at nursery. Home learning packs skilfully support parents in extending their children's learning at home.
- Managers and leaders inspire their whole staff team to provide good quality care and learning for children. Their shared vision, 'Together we reach for the stars', places children at the very heart of everything they do. This helps children to reach their full potential and gain the key skills they need for the next stages in their learning.
- Key partners are fully responsive to children's care and learning needs. They are on hand to provide tailored support and reassurance to children during settling-in, daily play and as they move between rooms. This helps to foster children's emotional well-being so that they feel happy, settled and assured during their time at nursery.
- The well-qualified staff team draw upon each other's strengths to create an effective team who aspire to improve. Children and parents are encouraged to have an active voice in communicating their ideas for future improvement. Weekly meetings and focused action plans concentrate intently on improving practice and provision.

It is not yet outstanding because:

- On occasions, staff do not sustain all children's interest during group-time routines, resulting in some children becoming restless.
- Staff do not provide enough opportunities for younger children to explore and combine a wide range of creative materials independently.

What the setting needs to do to improve further

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

- explore further ways to support children more effectively to develop their levels of interest, particularly during group-time routines
- provide more opportunities for younger children to explore and combine a wider range of creative materials to create their own desired effect.

Inspection activities

- The inspector toured the nursery.
- The inspector conducted a joint observation with the manager of the nursery during a planned activity in the baby room.
- The inspector observed children in each area of the nursery during freely chosen activities and group-time routines.
- The inspector held discussions with the nominated person, the manager, the staff and children throughout the inspection.
- The inspector examined a range of documents. These included, evidence of suitability checks, staff qualifications and training, self-evaluation documents, policies and procedures and planning, observation and assessment records.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection, and from comments noted on the provider's parent feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Thorough training and safeguarding task groups help to ensure that all staff have a good understanding of the procedures to follow to protect a child's welfare. Recruitment procedures are robust. Staff highly regard children's safety. The close monitoring of any accidents and regular reviewing of risk assessments contribute to ensuring that children have access to a safe environment. Managers and leaders invest highly in their staff through a good programme of support, training and coaching. Regular supervisions and tracking sessions help to identify what staff do well and what needs to be improved. Training needs are quickly supported and clearly focus on improving the quality of teaching and care that children receive.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Planned activities are centred around children's next steps and interests to build upon their prior learning. Children are confident to explore their surroundings in a calm and relaxed environment. Staff are on hand to assure children, knowing just the right time to intervene and move play on. Younger children enjoy using tools to explore natural resources, such as sand and shells. They listen attentively to staff who effectively model different concepts, such as 'Scoop and pour' to help children develop their breadth of vocabulary and skills. Older children enjoy familiar stories. They are confident to join in with repeated refrains, anticipate what is coming next and move their body in a variety of ways when joining in with actions. Staff teach children about the importance of friendships using resources, such as teddy bears, to help children develop an understanding of different emotions. Excellent partnership work with parents helps to ensure that children who speak English as an additional language are well supported.

Personal development, behaviour and welfare are good

Children are invited to play and learn in this welcoming and inclusive nursery. They enjoy the responsibility of carrying out tasks for themselves, such as using choosing boards and helping to set the tables for lunch, to develop independence. Staff provide daily opportunities for children to play outdoors in the fresh air, promoting their good health. Children's interests are carefully considered. For example, staff have created a construction area to accommodate children's interest in the builders at the nursery. Children develop a good awareness of keeping themselves safe when putting on items of protective clothing, such as hard hats and high-visibility vests. Staff listen perceptively to children about the healthy foods they enjoy and take account of this when reviewing menus. Strong partnerships with local schools help to prepare children for their move. Enhancements to role-play areas and lunch routines help children to develop their self-care skills so that they become familiar with school customs and routines.

Outcomes for children are good

All children make consistently good progress given their starting points. Effective gap and strength analysis trackers, and tailored support, are helping to close any gaps in learning for individuals and groups of children. This contributes towards children acquiring the key skills they need for their next stages in learning, including school.

Setting details

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| Unique reference number | EY486494 |
| Local authority | Tameside |
| Inspection number | 1005497 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 4 |
| Total number of places | 79 |
| Number of children on roll | 100 |
| Name of provider | Hilltop Early Learning Provision Ltd |
| Date of previous inspection | Not applicable |
| Telephone number | 01457767400 |

Hill Top Private Day Nursery opened in 2004 and was re-registered in 2015. The nursery employs 24 members of childcare staff. Of these, 21 hold appropriate early years qualifications at levels 2, 3, 4 and 6, including one with Early Years Teacher status, one with Early Years Professional status and the owner who is a Registered Children's Nurse. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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