

The Hillside Nursery

Sholver Lane, Oldham, Lancashire, OL1 4NT



Inspection date	22 December 2016
Previous inspection date	21 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Teaching is rooted in the well qualified and experienced staff's secure knowledge and understanding of child development and how children learn best. They make the most of every opportunity to promote children's learning through purposeful play and carefully planned challenging activities. All children make consistently good progress in all areas of learning.
- Staff provide children with a well organised, stimulating and exciting learning environment. Children benefit from a wide range of high-quality resources that captures their interests. They are confident and motivated and develop extremely positive attitudes towards learning, in readiness for school.
- Children are cared for in a welcoming and nurturing environment and demonstrate high levels of confidence and self-esteem. They develop very good relationships with their key person and show a strong sense of emotional security.
- Partnerships with parents and other early years providers are good. Parents receive regular updates about their child's progress through parents' evenings and discussions with the staff team. Staff work closely with schools to support children as they move on to the next stage in their learning. This helps to promote consistency and continuity for children.

It is not yet outstanding because:

- Systems for staff supervision do not fully offer opportunities for staff to reflect on their practice and share their ideas with each other.
- Self-evaluation systems that identify targets for future improvement are not yet sharply focused.

What the setting needs to do to improve further

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

- enhance existing arrangements for staff supervision that provide opportunities that help staff learn from each other and improve their practice further
- develop further the good systems for self-evaluation that clearly identify areas for development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the nursery manager.
- The inspector talked to children and staff throughout the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including a sample of policies and procedures, children's learning records and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of the views of parents from written feedback questionnaires obtained by the manager.

Inspector

Julie S Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. A detailed safeguarding policy is consistently implemented and underpins daily practice. Daily risk assessments are completed of the environment, both indoors and outdoors. This helps to ensure that children are kept safe from harm. Staff have a secure knowledge and understanding of what to do and who to contact in the event of a child protection concern. Rigorous recruitment and vetting procedures ensure that all staff are suitable to work with children. Staff are not allowed to change nappies or be left alone with children until all checks have been completed. The manager has a robust system to check which children are attending each day to ensure that the adult-to-child ratio requirements are met at all times. The deployment of staff is extremely well organised so that children are consistently supervised. The manager observes staff's practice and carries out regular supervision meetings to manage their performance, overall. Training is well targeted to meet staff's individual professional development needs and help to raise the quality of practice.

Quality of teaching, learning and assessment is good

Staff are well qualified. High-quality interactions during children's chosen play and planned adult-led activities help extend their learning. Toddlers have a wonderful time as they investigate and explore flour. They sprinkle it with their fingers and pretend it is snowing on the dinosaurs. This helps children to learn using their senses and develop good imaginative skills. Staff effectively support children to develop good thinking skills and they ask them questions to help them to solve problems. For example, as older children play a game they are encouraged to think about how they can fit all the shapes onto a board and fill in the gaps. Staff find out and use key words and phrases in children's home language from parents. This helps to support children who speak English as an additional language well.

Personal development, behaviour and welfare are good

Children are nurtured by caring and attentive staff who respond quickly to their physical and emotional needs to ensure they remain comfortable and content. They learn about the importance of healthy eating and the effect exercise has on their bodies. Children put their hands on their heart to feel it beating faster after they have played a ring game. Staff are excellent role models and play alongside children to teach them how to share and take turns. Children's behaviour is managed superbly. Staff are consistent in their approach and speak to children in a calm and sensitive manner. This helps children to understand the difference between right and wrong.

Outcomes for children are good

All children consistently make good progress. This includes children whose capabilities are below expected levels of development when they first start. Children acquire a good range of skills, abilities and attitudes that prepares them well for future learning and the eventual move to school. They demonstrate high levels of independence and are confident communicators.

Setting details

Unique reference number	EY234059
Local authority	Oldham
Inspection number	1080234
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	70
Number of children on roll	52
Name of registered person	Domalo Limited
Registered person unique reference number	RP520735
Date of previous inspection	21 June 2013
Telephone number	01706 849144

The Hillside Nursery was registered in 2003. It is part of a chain of nurseries managed by Domalo Ltd. The nursery opens Monday to Friday, all year round from 7.30am to 6pm. In term time the out-of-school club is open Monday to Friday from 7.30am to 8.40am and from 3.10pm to 6pm. During school holidays the club is open Monday to Friday from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. The nursery employs 10 members of childcare staff. Of these, one holds early years teacher status and one holds an appropriate early years qualification at level 6. There are five members of staff who hold an appropriate early years qualification at level 3.

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