

Hillbury House Nursery

Inspection report for early years provision

Unique Reference Number 130690
Inspection date 18 April 2007
Inspector Christine McInally

Setting Address 81 Denmark Villas, Hove, East Sussex, BN3 3TH

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Registered person Elizabeth Cottrell

Type of inspection Integrated

Type of care Full day 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Hillbury House Nursery was first open in 1985. It operates from the rear of Ralli Hall, in Hove. It is a self-contained unit, consisting of three separate play areas, a large indoor physical play area, and small, enclosed outdoor play space. The baby unit is self-contained, with adjacent sleep area. The nursery is open to the local community.

The nursery is registered for 30 children, under five years. There are currently no children identified as having learning difficulties and/or disabilities, and none have English as an additional language. There are currently 48 children on the roll, of these 11 receive funded nursery education. It is open for five days a week from 08:00 to 06:00 fifty weeks of the year. The nursery receives support from the Early Years Development and Childcare Partnership.

There are 10 members of staff, and the manager is supernumerary. Eight members of staff hold appropriate childcare qualifications, of the other two, one is currently undertaking suitable training and the other is due to start shortly.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, welcoming environment. Their health is effectively promoted as the staff take positive steps to promote good hygiene routines. This encourages children to begin to take responsibility for meeting their own health needs. Children know that they must wash their hands before eating and after using the toilet, they talk about washing the germs off their hands to make sure they are clean. Positive steps are taken to prevent the spread of infection when children become ill and information is provided to parents and staff about the advised minimum exclusion periods. Relevant documentation is in place to record accidents and administration of medicine, which helps to protect children's welfare.

Children enjoy regular physical play both indoors and out. A stimulating variety of activities helps children gain increasing control of their bodies for example, as they try to keep the ball on the parachute or as they pour water from container to container. Staff have a sound knowledge of Birth to three matters; they use the guidance well to provide a range of physical play experiences for babies and young children. All children are able to rest and be active according to their needs.

Lunch and teatimes are social occasions when children talk and laugh with their friends and staff. While parents provide all food for their children, staff demonstrate a sound understanding of healthy eating practises. Topic work and food tasting activities further enhance children's understanding of healthy foods. Younger children are encouraged to be independent and are supported well by staff as they begin to feed themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy their play in an extremely safe environment where staff are vigilant and use risk assessments well to reduce potential hazards. The identification of any visitors is checked and their presence is recorded with date and time in the visitor's book. Space within the nursery is effectively organised, allowing children to move around safely, freely and independently. Children and parents are warmly greeted on arrival and this supports children's enthusiasm to enter confidently and happily. Good displays of children's work adorn the walls helping to develop their self-esteem.

Children use a wide range of good quality toys and resources appropriate to their age and stage of development. Toys and resources are carefully selected to ensure they are suitable for children. They are encouraged to help tidy up at particular times of the day. This helps children to take responsibility and to look after the resources and their environment.

Children are safeguarded by staff that have a clear understanding of child protection policies and procedures. There is a clearly written policy which is shared with the parents. Children and staff have a good understanding of the procedures to follow in the event of a fire because these are regularly practised. All of these measures contribute to the safety and welfare of the children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children arrive happy and eager to participate, enjoying their time at the nursery. They enthusiastically participate in the interesting, stimulating and exciting range of activities provided. Staff are accomplished in extending children's learning and they are extremely well motivated by the challenges set throughout the day. They achieve well because staff are skilled and use their understanding of early years guidance, such as Birth to three matters and the curriculum guidance for the Foundation Stage, to provide good quality care and education. Staff are skilled in using children's assessment records to help inform the planning. Children show considerable independence and make choices about the toys and resources they want to play with. A wide range of appropriate resources and activities effectively promotes children's development.

Babies and toddlers enjoy lots of physical contact with the staff which enables them to feel extremely secure and play contentedly. Staff value children's contributions and creations, displaying them attractively on wall displays, developing children's self-esteem. They also include examples of children's work in the individual children's progress files with accompanying photographs, this information is then used very well to plan for the next steps in each child's learning.

Nursery Education

The quality of teaching and learning is outstanding. Planning is very good, links clearly to the stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. Observations, assessments, photographs and examples of children's work provide evidence of learning, and are used effectively to inform the planning. Children flourish as the balance between adult and child-led activities allows them to learn at their own pace. Staff encourage children to make decisions and to self-select resources and equipment.

Children are fascinated by an extensive range of imaginative, relevant activities related to their needs. For example, as they become engrossed in the parachute game pretending they are around the campfire on a camping trip. They access a comprehensive range of well chosen resources which support their progress across all areas of learning. Children form good relationships with each other and the staff, they show concern and are sensitive to others needs. Staff and children alike laugh together and enjoy very good relationships helping to support their personal development. All children are eager to learn, self assured in their play and confident to try new experiences. Children develop a healthy interest in books, they enjoy sharing stories with adults and peers and delight in predictable endings. They are confident speakers, and understand they can use writing for a variety of purposes and are beginning to write for themselves. Children skilfully use and recognise numbers in everyday activities. Children count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs.

Topic work and practical activities arouses children's natural curiosity and develops their exploration and investigation skills. They learn about nature as they study the life cycle of the frog or as they learn about babies and growing. Children move confidently showing a good awareness of space and others in both the indoor and outdoor space. Children express themselves creatively using all of their senses, such as food tasting activities, to actively explore a stimulating range of new experiences.

Helping children make a positive contribution

The provision is good.

Friendly staff provide a warm, welcoming environment for children and their parents. Children are greeted warmly by staff who ask how they are and what they have been doing at home. This helps them feel secure and develop a sense of belonging. Children are encouraged to select their own activities, learning to make their own decisions

Children's spiritual, moral, social and cultural development is fostered. Staff have a positive attitude towards diversity. Children are developing an awareness of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals. The setting is not currently caring for any children with learning difficulties and/or disabilities. However, staff have relevant past experience and ensure that they work with parents and other professionals to meet each child's needs.

Children behave well, they are enthusiastic and well motivated; they benefit from the consistent praise and encouragement offered. Staff support younger children in sharing and turn taking. Children learn about themselves and their own capabilities. Staff set consistent boundaries for older children which helps them learn to negotiate with others and take responsibility for their own behaviour. Very good displays of children's work adorn the walls helping to develop their self-esteem. Children gain confidence as staff acknowledge them as important individuals.

Partnership with parents is good and this contributes considerably to children's well-being while at the nursery. Parents receive good information about Birth to three matters and the Foundation Stage. Staff are friendly and approachable they ensure that all parents know how their children are progressing and developing. Information regarding the educational provision is displayed on notice boards within each room, detailing plans for the week.

Organisation

The organisation is good.

Children play and learn in a warm, welcoming and well-organised environment. Their care is further enhanced by extremely good organisation and resources to support and extend their developing and learning. The nursery uses a 'free flow' system which allows the children to choose the activities they wish to participate in and when. However, the nursery has identified that the outside area needs to be developed further to provide opportunities in all six areas of learning. Children feel at home and are at ease in the well-organised environment. All children receive good support from a staff group that enjoy their company and know them well helping them feel secure and confident.

Leadership and management of the funded nursery education is outstanding. Good systems are in place to monitor and evaluate the educational programme. There are regular appraisals that identify training needs and staff are actively encouraged to enrol on relevant courses. This supports staff in their role and ensures they have the latest and most relevant information available.

The management team work well together, they have a vision of where they are going with the nursery and have put in place systems to help them achieve their goals. Policies and procedures are used effectively to promote the welfare, care and learning of children. All aspects of the children's care and learning are discussed with the parents, who are kept well informed of their child's achievements. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the previous nursery education inspection the nursery has increased the variety of activities available on the computer. This helps to support children in progressing in their learning and development.

Following the last care inspection the nursery now provides a wider range of toys and resources made from natural materials in the baby room. They have expanded risk assessments to cover children's activities and have tried to make the older children's rest time more comfortable. All of these measures contribute to the learning and welfare of the children.

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 complaints 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

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop the outside play area to support all six areas of learning

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make improvements as indicated in the care section above

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