

Hillbury House Nursery

Inspection report for early years provision

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Inspection date

19/07/2010

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Hillbury House Nursery opened in 1985. It operates from the rear of Ralli Hall, in Hove, Sussex. It is a self-contained unit, consisting of three separate play areas plus a baby unit, a large indoor physical play area, and small, enclosed outdoor play space.

A maximum of 30 children may attend the nursery at any one time and it is registered on the Early Years Register. It is open each weekday between 8am to 6pm for 51 weeks of the year.

There are currently 45 children on roll and of these, 12 receive funding for the provision of free early education. The nursery currently supports children who speak languages other than English and who have special educational needs and/or disabilities.

There are eight members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides children with a warm, friendly and welcoming environment where they can progress well with their learning and development. Staff safeguard the children through their good day-to-day practices but the mandatory documentation to demonstrate that all staff have been appropriately vetted is not readily available for inspection. Staff promote inclusion for each unique child and make good use of the key person system to ensure the children's specific needs are being appropriately supported. Overall, effective systems are in place to monitor children's development and progress towards the early learning goals, though some of the records used to track progress lack a little detail. The staff team is strong and all demonstrate a positive commitment to continuous improvement, in order to enhance the outcomes for children further.

What steps need to be taken to improve provision further?

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

- ensure that a record of Criminal Record Bureau disclosures that demonstrate staff's suitability is readily available for inspection 23/07/2010

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

- develop further the systems for assessment to clearly show children's

progress across the six areas of learning

The effectiveness of leadership and management of the early years provision

Comprehensive safeguarding procedures are in place and the staff have a secure knowledge and understanding of their responsibilities regarding child protection, in order to maintain the children's welfare. Recruitment and vetting procedures are robust, with children protected from any unvetted persons as well as the premises being kept secure at all times. Thorough risk assessments are carried out, both in and outdoors to reduce potential hazards, as well as on the numerous outings the nursery undertakes to supplement children's play and learning experiences. The good range of resources is well maintained and checked for damage on a routine basis, ensuring equipment is suitable for the children to use. Staff maintain a good ratio of adults to children, working well together as a team; this contributes to the harmonious environment in which the children are cared for. The record keeping systems, including the register of attendance, accident record and required policies and procedures are in place, are accurately maintained and reviewed as part of the nursery's continuous improvement.

The staff show a strong commitment to the nursery, its sustainability and have a clear sense of purpose and vision for the future by using self-evaluation to enhance the opportunities for every child in their care. They attend further training to develop their knowledge and skills, as well as meeting regularly as a team to reflect on their practices and plan for the children's future learning. Self-evaluation is good and is being used to critically review their practices and identify areas for further development that are achievable. The nursery also undertakes quality assurance with the local authority to develop their practice further.

Equality, diversity and a commitment to narrowing the gap feature positively within the nursery. All families are truly valued and welcomed regardless of their culture, languages they speak or ethnicity. This reflects a strong commitment to inclusive practice and contributes to their outstanding partnership with parent and carers. The views of both parents and children are sought and highly valued, in order to contribute to the future development of the nursery so that it continues to enhance the provision for children. A wealth of information is displayed for parents so they are kept informed about current topics, activities the children have been doing, as well as general nursery news. Partnerships with external agencies, special needs services and the local community are also strong to ensure each child gets the support and care they need at an individual level.

The quality and standards of the early years provision and outcomes for children

Children are happy and well cared for in the nursery. The environment is child-focused, enabling them to develop confidence in their choices, making a positive contribution as they decide what to do and play with from the good range of resources. Throughout all areas there are good relationships between children and

their peers and staff, meaning they can feel safe, comfortable and enjoy their time at nursery. The key person system is successful, with the staff knowing their key children well. Children demonstrate they feel secure and comfortable with them by snuggling up for a cuddle and enjoying the activities together. The physical environment is welcoming and reflects the children who attend, with displays of their creativity around all of the rooms. In the baby room, staff have created a cosy, clean and vibrant play area where the babies and toddlers delight in exploring and investigating. Children's independence is fostered to a good level and they have a positive attitude towards learning. Topics are well used as a basis for curriculum planning to ensure that all six areas of learning are given equal attention to support the children's progress towards the early learning goals of the Early Years Foundation Stage. Children enjoy playing musical instruments as they sing, learning about rhythm and sound, with staff encouraging them to choose the songs they sing. Other children delight in finding letters of the alphabet with picture cards to aid their developing literacy, an important skill for the future. Outdoors the children are captivated by finding their shadow, as well as using mirrors to capture sunlight to reflect on the walls as they learn about the natural world around them. The nursery environment is child-led, with good free-flow in the older children's rooms; this promotes independence and allows younger children, who have recently moved from the baby unit, the opportunity to explore and investigate their surroundings. Staff closely monitor their key children's progress, through routine observations and assessments. These are recorded in their 'blue books' which are a lovely record of their achievements. The separate assessment records used in conjunction with the observations are less well maintained and do not show a completely clear picture of progress; nevertheless, staff are supporting the children's developmental needs to a good level because of their secure knowledge and understanding of the requirements of the Early Years Foundation Stage.

Children show a good awareness of keeping safe, healthy and adopt, on the whole, healthy hygiene practices. Staff ensure the environment is kept clean, and are aware of some worn areas within the nursery building. Their dietary needs are given due consideration, with children freely accessing their drinks throughout the day to remain hydrated, as part of a healthy lifestyle. Snack and meal times are social occasions, with everyone included and supported as they learn important table manners and social skills as they sit together. They engage in a wide variety of physical play experiences, both in and outdoors. Very good use is made of the local community to enhance children's learning and physical development, as well as learning about the diverse world around them. Good routines are in place to help children feel secure, particularly in the baby room where their care routines from home are closely followed for continuity of care. Staff make good eye contact with babies and toddlers, responding to their babbling and giving them plenty of attention so they gain confidence in a secure environment. The children behave well, making a positive contribution and showing a strong sense of belonging. They are encouraged to use their initiative, and to make their own decisions in the enabling environment of the nursery.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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