

The Hillside Nursery

Sholver Lane, Oldham, Lancashire OL1 4NT



Inspection date	21 September 2018
Previous inspection date	22 December 2016

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

The provision is good

- Staff are well qualified and overall their teaching skills are strong. They make good use of the accurate information they obtain from observations to find out what children can do, in order to effectively plan for the next steps in their learning. Children make good progress.
- Children benefit from a wide range of resources that effectively promote all areas of learning. This helps babies and children develop into confident, independent and motivated learners, in readiness for school.
- Key-persons are skilled and sensitive. They help children to develop strong emotional attachments and feel safe and secure in the nursery. Care practices are extremely successful in helping to promote children's good health and well-being.
- Staff support children who have special educational needs and/or disabilities well. They work closely with external agencies and adopt a shared approach to children's learning and care. This contributes to effective consistency and continuity for all children.
- Partnerships with parents and other early years providers are generally good. Staff provide parents with a wide range of information and ideas to help to promote children's learning at home. This helps to strengthen links between home and the nursery, and children are well supported as they transfer to other settings, including school.

It is not yet outstanding because:

- Staff do not consistently seek detailed information from parents about children's learning and development when they first start at the setting to help them obtain a more in-depth understanding of children's starting points.
- There are occasions when pre-school staff do not provide children with highly effective activities and experiences to help to enhance their good literacy skills even further.

What the setting needs to do to improve further

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

- extend the information sought from parents when children first start at the nursery to establish a more in-depth knowledge of children's starting points that help to further enrich the planning process
- provide a more extensive range of opportunities to help children to enhance their reading and writing skills to optimum level.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as accident records and attendance registers, and checked evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the reporting requirements should they have concerns about the welfare of a child. They complete daily risk assessments to ensure that children are kept safe. Rigorous security measures, vigilance of staff and effective staff deployment contributes effectively to children's safety. The manager keeps a close check on children's attendance and staffing levels to ensure that ratio requirements are met at all times. Robust health and safety policies and procedures are implemented. The manager closely monitors the progress made by all children, including different groups of children. This enables her to identify any gaps in children's learning and put plans in place to address these. The manager observes staff practice and carries out regular supervision meetings to manage their performance. She uses her knowledge skills and expertise well to role model good practice. Staff are encouraged to make the most of opportunities to continue to enhance their professional development.

Quality of teaching, learning and assessment is good

Staff have a secure knowledge and understanding of the current and future learning needs of the babies and children that they care for. Babies and young toddlers benefit from a wide range of resources that helps them to learn using their senses. For example, babies are fascinated when they watch mobiles that hang from the ceiling. Older children thoroughly enjoy exploring the smell of lavender and the texture of acorns and leaves. Pre-school children persevere with tasks and demonstrate high levels of engagement in activities. They spend long periods trying different ways of doing things and solving problems. For example, children try several ways to make a crane. Eventually, through trial and error, they work out that cubes are the best shape to use to ensure that the crane does not fall down.

Personal development, behaviour and welfare are good

Children thrive in this nurturing and welcoming environment. Staff are extremely sensitive and caring, and place a strong focus on ensuring that children's emotional and physical care needs are consistently met. Children are happy and well settled in the nursery. Staff provide children with clear and consistent boundaries, and play alongside them to teach them the difference between right and wrong. They manage any minor disagreements calmly and sensitively, taking into account the ages and stages of development of the children. Children develop a good understanding of how their actions affect the feelings of others. Staff role model good hygiene practices to help to reduce the risk of cross-contamination and protect children from the risk of infection.

Outcomes for children are good

Children make good progress. This includes children who have special educational needs and/or disabilities and children who speak English as an additional language. Children learn to compare sizes and enhance their understanding of mathematical concepts in different ways. Babies move rapidly towards the resources that excite them as they develop their physical skills. Overall, children develop a wide range of abilities, skills and attitudes that prepares them well for their future learning and the move on to school.

Setting details

Unique reference number	EY234059
Local authority	Oldham
Inspection number	10078570
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 11
Total number of places	78
Number of children on roll	72
Name of registered person	Domalo Limited
Registered person unique reference number	RP520735
Date of previous inspection	22 December 2016
Telephone number	01706 849144

The Hillside Nursery registered in 2003. It is part of a chain of nurseries managed by Domalo Ltd. The nursery employs 10 members of childcare staff. Of these, one holds a qualification at level 6, one holds a qualification at level 5 and five hold qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. In term time, the out-of-school club is open each weekday from 7.30am to 8.40am and from 3.10pm to 6pm. During school holidays, the club is open from Monday to Friday, from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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