

Hillcrest Nursery School

22 Black Bull Lane, Fulwood, Preston, Lancashire, PR2 3PX

Inspection date	04/02/2013
Previous inspection date	08/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children take part in a wide range of stimulating and challenging activities through which they make good progress in their learning. They are especially able to explore and extend their own play in the exciting and inspiring outdoor play area.
- Leadership and management is strong creating a highly positive ethos within the nursery. A strong focus on professional development means that staff have the necessary skills to support children and in meeting their individual needs to promote children's individual learning needs.
- The highly effective key person system helps children to form secure emotional attachments as they skilfully support them in their play. As result, they become independent and confident learners.
- Children are excited and inspired in the well-planned nursery, which is equipped with accessible, good quality resources. As a consequence, children are challenged, independent and active learners who make good progress.

It is not yet outstanding because

- Children who are new to a particular room are not always made fully aware of how the room works to allow them to always manage their own needs, for example, knowing where the drinks are kept.
- The use of number as labels is less well supported to ensure children's learning and number recognition is always fully extended.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the nursery rooms and the outside learning environment and viewed toys, equipment and resources.
- The inspector held meetings with the manager of the provision and members of staff.

During the inspection the inspector viewed children's assessment and planning
- records, regulatory documentation regarding adults' suitability, children's details and any relevant information.

Inspector

Janet Singleton

Full Report

Information about the setting

Hillcrest Nursery School was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in detached premises in the Fulwood area of Preston in Lancashire and is managed by the provider and manager. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available to the children for outdoor play.

The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications to at least a level 2, with most holding a level 3. The provider is Qualified Teacher Status and Montessori trained. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 80 children attending who are within the early years age group. The nursery provides funded early education for two, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- support children who move between rooms to understand the routine of and how each room works, for example, where they can get their drinks from
- enhance the already good practice in supporting the programme for mathematics, for example, by providing numbers as labels to help younger children with number recognition.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are secure in their knowledge of the Early Years Foundation Stage learning and development requirements and plan effectively to meet children's individual needs. The educational programmes are planned to ensure children have good quality activities and resources to cover all seven areas of learning. Children take part in a wide variety of challenging, enjoyable and exciting experiences to engage and take them to the next level in their learning. For example, group activities to make cards, story times and free play all contribute to the development of children's decision-making, creative and critical thinking skills. Staff introduce counting and help children to use mathematical language as they use words, such as 'bigger', 'longer', 'smaller' and 'wider'. This aspect of teaching promotes children's mathematical skills in comparing, counting and matching. Additionally, group work supports children in learning to share, take turns and support each other as their personal and social skills are promoted. Consequently, behaviour is good. These key skills are necessary for children to be successful in their next stage of learning and transition onto school.

Quality of teaching is good as children's learning is further supported because staff

introduce numbers, shapes, colours and letters during children's play. However, for a small number of younger children the use of number as labels is less well-embedded to maximise and extend children's learning further. Staff skilfully support children's communication and language skills as they play at their level, engaging with them and talking to them about what they are currently doing. They extend children's thinking as they ask, 'what might happen?' and 'how do you think we can do this?' as they engage and support children in their overall learning.

Staff complete regular observation and assessments on children to identify their next steps in their learning. This quality information is used to inform planning to provide stimulating activities to progress children in their learning. Children are making good progress considering their starting point and their age and stage of development. They are working well within the typical range of development expected. The completion of the progress check for two-year-olds, ensures younger children's development is tracked and early intervention sought should this be necessary to ensure any gaps in learning are addressed. Those children who have English as an additional language, or who have special educational needs and/or disabilities are supported through planning and working closely with their parents and carers to identify and meet their individual needs. A recent programme to look at how boys interact, use the good quality resources and participate in activities enables staff to identify how their learning needs can be addressed. This allows staff to ensure their progress is enhanced in meaningful ways to them.

Children excitedly explore and plan their own play in the wonderful outdoor area. They balance on the beams, ride wheeled toys and run and climb freely as they develop their coordination and large movements. They explore the wet spaghetti and laugh as they discuss the texture. They talk about the changes that happen when water is added to the dried spaghetti. They use good language skills. They avidly talk about how it feels on their hands, describing it as 'squishy' or 'squashy'. Children readily make marks in a variety of ways, for example, through chalk, paint and pencil work as they practise their writing skills. They use their small movements to thread cereal onto strings to hang out for the birds. They enjoy talking about the birds as they begin to understand how to care for creatures and wildlife and learn about the natural world. Children enjoy story-time; they sit and listen, excitedly joining in the story line as they begin to understand stories have a beginning, middle and end. They act out action rhymes as they learn to listen, interpret and develop their coordination. Children use the computer managing to toggle between screens and using the mouse competently as they develop skills in information and communication technology.

Good quality information regarding children's needs and the activities they take part in are shared with parents. Through the completion of the information regarding children's starting points parents contribute what they know about their child with the key person. This is enhanced by sharing the daily communication book and daily discussions regarding their child's progress. Parents and key persons work together to assess and contribute to each child's learning and development record. As a result, a consistent approach to children's learning is in place to support their overall development. Staff are very successful in engaging all parents in supporting their children's learning, consequently, children's learning is effectively enhanced.

The contribution of the early years provision to the well-being of children

Children are very happy and content at the nursery and with staff. The highly effective key person system means children form secure attachments and their emotional well-being is supported. Children are extremely independent as they self-select resources, put on their own coats to play outside and manage their own personal needs in the bathroom. They display good levels of confidence and self-esteem as they negotiate with others, for example, working together to build the train track or playing together in the role play. All children show a strong sense of belonging in the nursery as they move freely and readily put their work into their personal drawers, hang up their coats and for babies, access their comforters. Babies are secure and settle well as they seek the comfort and reassurance of the staff in the presence of visitors. They soon settle and move back to their play as they quickly feel at ease. Consequently, children demonstrate their feeling of being safe and secure in the nursery.

Children's good health and self-care is securely embedded as they attend to their personal needs. They talk about good foods as they eat their lunch, with staff engaging in discussions regarding healthy foods. Consequently, children are fully aware of the importance of healthy foods as they enjoy fresh fruit and home-made meals. The superb and well-planned outdoor area is a key strength of the nursery. Children have full access to the play areas regardless of the weather. For example, children run in to get their rain coats as the rain starts. They run in and out of doors as they develop a positive approach to being outside. As a result, children are healthy and energetic, and are developing their physical skills, benefiting from the wonderful play experiences outdoors.

Through consistent routines children understand what is expected of them and this is especially apparent in the baby room. Staff are fully aware of each child's individual routines, comforters, sleep and feeding habits to help settle and ensure babies' emotional security is supported. Younger children seek reassurance from the staff as they explore the stimulating environment or go outdoors to play. However, there are occasions when a very small number of children are not made aware of the routine of the room to support them in accessing their own drink of water. As a result, they may not always be able to get a drink when they want one. Through effective daily reminders staff reinforce the behavioural expectations regarding not running and listening. Children demonstrate their good understanding of the behavioural expectation through self-control, as they listen to staff explanations, mostly share resources and play harmoniously together. Older children display exemplary behaviour, are well mannered and polite. They understand what is expected and remind each other of the rules. Children's understanding of being safe is fully promoted ensuring they can play and learn in the safe nursery. They engage in achievable and motivating tasks and develop a good level of emotional security in order that they can make the best of all activities in preparation for their next stage in their learning.

The effectiveness of the leadership and management of the early years provision

The provider, manager and staff are very knowledgeable about and are committed to the implementation of the revised Statutory Framework for the Early Years Foundation Stage. Educational programmes are monitored by the manager and new ways of planning are showing improvements in meeting children's learning needs. Recent improvements to the frequency of the team meetings, to review children's progress and review planning, means children's individual learning needs and next steps are clearly identified. Consequently, children continue to make good progress in their learning considering their age, stage of development and starting points. Robust arrangements for safeguarding are in place, such as recruitment and vetting of all staff. Staff are confident and fully aware of who to contact should they be concerned about a child in their care. All supporting policies and procedures are reviewed to ensure the welfare and safeguarding requirements are both met and fully understood by all staff. Staff are committed and dedicated to their work with children. There is a strong focus on training for all staff and their performance is monitored through supervision. The appraisal and professional development in place for staff to access means staff skills are continually enhanced. Therefore, the quality of the provision continually improves.

The evaluation of the setting is comprehensive with clear targets set for improvement. For example, review planning in order to complete an audit of boys' participation in activities. This action is planned to improve the progress made by, and close the achievement gap for boys. Evaluation incorporates the views of children and parents and demonstrates the commitment of the staff team to improve staff skills to continually improve and better the service provided for all children. The inspection found arrangements for managing children's behaviour to be good. Staff are consistent and praise children, they use calm clear instructions and good explanations are given to children regarding what is expected. Through good deployment of staff children are supervised in their areas of play. The manager provides cover in the playroom when needed and actively manages by working in each of the rooms as a part of her supervisory role.

Partnerships with parents are very well established. The children's development and learning records are shared with parents and they are asked to contribute to these, so promoting consistency in experiences. Information is shared through displays, a digital photograph display and regular newsletters. Consequently, children feel safe, secure and their learning is extended in the nursery and at home. Good relationships are made with other settings to support children in their learning and development to ensure any identified gaps in their learning are closing.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY291763
Local authority	Lancashire
Inspection number	902740

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	80
Name of provider	Hillcrest Nursery School Ltd
Date of previous inspection	08/12/2011
Telephone number	01772 719689

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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