

Inspection of Hilton Day Nursery

Church Hall, Potton Road, Hilton, Huntingdon, Cambridgeshire PE28 9NG

Inspection date: 3 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel happy, safe and secure in this friendly nursery. They enjoy their time here, exploring a sensory-rich environment. Children are well cared for, which is demonstrated through their strong relationships with staff and peers. They are considerate and kind-hearted towards others. For example, children greet their peers with hugs, help each other dress for outdoors and show affection for each other when hurt. Babies respond positively to staff and welcome the warm interactions they receive.

Children behave extremely well. They play cooperatively and share resources. The children understand and follow the routines and instructions from staff. They tidy away toys before getting ready to go outdoors. Children are offered praise and encouragement to take calculated risks. For example, they jump from high balancing planks and equipment which is challenging for them. Staff celebrate children's efforts in activities and help them to develop a sense of achievement for trying. Children sit and enjoy stories that staff make engaging. Their understanding of the stories is embedded by staff cleverly recapping the story and reminding children of the narrative throughout the day.

Children are supported to be independent in their self-care. For instance, a mirror is placed by the tissues to enable them to watch as they wipe their noses. Children enjoy healthy home-cooked lunches, which is demonstrated by them asking for seconds. Staff sit with the children at lunchtimes, creating a sociable experience.

What does the early years setting do well and what does it need to do better?

- The nursery staff have built strong relationships with children and their families. Staff find out about children's interests from home. They use the information to plan experiences that capture children's interest and make the learning meaningful. Staff have considered the physical environment and the presentation of resources to attract children's curiosities and encourage exploration.
- Children benefit from a curriculum that is inclusive. Children with special educational needs and/or disabilities (SEND) are supported well. The staff access information from other professionals to ensure they provide good-quality learning opportunities. The nursery shares information with parents and involves them in the planning for their children.
- Staff provide a routine that supports children's good behaviour. Children have the freedom to choose what they want to play with, and they learn to tidy toys away when choosing a different activity. The staff teach skills to enable children to become confident and independent. Staff ask children how they are feeling, to open discussions about the different feelings people have.

- Children see and recognise numbers in their play. Their skills in sorting and matching are emerging. However, the programme for mathematics does not extend enough to help children to fully develop their skills in problem-solving and consistently use mathematical language in their play.
- The manager supports her team and conducts regular supervisory meetings to monitor practice. Staff benefit from a wide range of training that they can independently access. Additional services are accessible to support their well-being. The manager has a clear intent for learning and offers the staff visits to other settings to support their understanding.
- The key-person system is effective and children have good relationships with all the staff. The manager has extended settling-in sessions for children. This provides additional time for staff to develop relationships with children and their families. This enables children to feel safe and secure.
- Parents speak very highly of the staff and the support they afford their children. They comment that, 'Your willingness to let the children be an individual is something I have noticed as a clear differentiator'. Parents value the efforts staff go to share information with them, including summaries of the children's day. Children's learning and development is shared with parents, along with suggested activities to support at home.
- Staff chat freely with children and offer commentary on their play. Children enjoy stories that are brought to life by enthusiastic storytelling. Staff encourage children to engage in conversation about the stories, characters and events. Children enjoy singing rhymes and staff use rhyme props to assist non-verbal babies to make choices. Children's role play is supported by staff taking on character roles and extending the play.

Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. The staff have a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. They know how to raise concerns about a child and the procedure for raising concerns about an adult's behaviour. The staff receive training to keep them updated with wider issues, such as child radicalisation and exploitation. The environments used by the children are risk assessed and children are taught to manage risks to keep them safe and secure.

What does the setting need to do to improve?

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

- help staff to strengthen the programme for mathematics to enhance learning opportunities for children to extend their use of mathematical language and problem-solving.

Setting details

Unique reference number	2502496
Local authority	Cambridgeshire
Inspection number	10191395
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	25
Number of children on roll	25
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Telephone number	01480 830351
Date of previous inspection	Not applicable

Information about this early years setting

Hilton Day Nursery registered in 2018 and is situated in Hilton, Cambridgeshire. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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