

Inspection of The Hilltoppers

The Hill Primary Academy, Tudor Street, Thurnscoe, Rotherham S63 0DS

Inspection date: 12 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this nurturing nursery. Staff take the time to get to know children well and develop positive relationships. As a result, children are engaged in their play and make good progress. Children with special educational needs and/or disabilities (SEND) are well supported. They are able to access the setting and the opportunities that staff provide for them. The staff work well with parents and wider professionals so that specific programmes of support can be implemented swiftly for children with SEND.

Staff have consistently high expectations of children's behaviour. As a result, children are extremely well behaved. They skilfully recognise when children need support and adapt their teaching effectively to support children at different stages of their emotional development. They encourage children to be kind, caring and thoughtful towards each other. For example, when children play a game of 'What's the time Mr Wolf,' the positive interactions from staff support children to invite each other into their play. This creates a very calm and respectful environment.

Staff organise the environment so that children have access to a wide variety of stimulating resources and activities that ignite their curiosity. For example, children use natural resources, such as stone and twigs. The older children use real-life resources, such as porcelain plates and cups and glass jars, for role play in the home corner. This helps children to confidently explore and play effectively.

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

- The curriculum is well designed and carefully considers children's interests and home lives. Staff carry out observations and assessments of children's development. They know what children can do and what they need to learn next. For example, they recognise that many children have limited access to outdoor play. As a result, staff provide many opportunities for children to learn outside so that they learn about the world around them.
- Staff promote children's physical development. For example, babies are given many opportunities to develop their physical skills, pulling themselves up and holding hands with staff as they start learning to walk. However, staff do not consistently plan and develop physical activities outside. For example, outside, toddlers are provided with opportunities to develop pulling, pushing and climbing skills, but sometimes, activities do not provide sufficient challenge to build on what children are capable of.
- Staff support children well to gain good communication and language skills. Good arrangements are in place to support children who speak English as an additional language. For example, staff find out about and use vocabulary from children's home languages. They make very good use of repeated activities,

including songs and rhymes, to make language memorable. Children copy and use these words in their play, helping to expand their vocabulary.

- Staff promote children's understanding of oral health. For example, they cover topics, such as 'People that help us', where children are engaged in learning about the role of a dentist. Staff provide parents with information about oral health. For example, staff signpost parents to local dentists. Staff encourage children to drink from open cups rather than water bottles. Children are provided with water, milk and nutritious food. This helps children to learn about how to keep themselves healthy.
- Staff value working in partnership with parents. They gather clear information to ensure children's individual needs are met and to build on their prior knowledge and skills. Parents report that they receive regular updates via an online platform and that they feel well informed about their children's daily experiences. Partnerships with parents are effective in supporting continuity of children's care. However, opportunities to share information with parents about their children's progress and how to extend their learning at home are sometimes overlooked.
- Staff know the signs linked to online safety that may indicate a child is at risk of harm and understand how to identify and report concerns. However, staff have not fully considered how to promote children's growing awareness of how to safely use the internet and digital technology.
- Leaders follow safer recruitment procedures. New staff receive an induction so that they understand their roles and responsibilities. Staff receive regular supervision and appraisal meetings. Managers regularly evaluate and reflect on the standards of the setting, and training needs are identified. Staff's well-being is well promoted. All staff report that they are happy working in the setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support all staff to understand the learning intention of planned physical development outdoor activities so that they can consistently support and challenge all children
- further improve communication and information-sharing with parents to provide more consistency about their children's progress and how to extend their learning at home
- clarify how children's awareness of online safety will be consistently promoted by staff.

Setting details

Unique reference number	EY547575
Local authority	Barnsley
Inspection number	10372286
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	43
Number of children on roll	39
Name of registered person	Astrea Academy Trust
Registered person unique reference number	RP547574
Telephone number	01709897533
Date of previous inspection	10 April 2019

Information about this early years setting

The Hilltoppers was registered in 2017. It is based within The Hill Primary Academy situated in Thurnscoe, Rotherham, South Yorkshire and is owned and managed by Astrea Academy Trust. The nursery employs four members of childcare staff. All of them hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round, except for two weeks at Christmas. Sessions are from 7.30am until 5pm on a Monday, Tuesday and Wednesday, and 7.30am until 4pm on a Thursday and Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sean Sly

Inspection activities

- The manager and the inspector conducted a learning walk together to review the children's learning experiences.
- The manager and the inspector conducted a joint observation of an activity.
- Discussions were held with senior leaders and members of staff.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector discussed the management and organisation of the nursery with the manager and reviewed relevant documents.
- The inspector spoke to several parents during the inspection and took account of their views.

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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