

Hillview Centre

Inspection report for early years provision

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| Unique Reference Number | 509005 |
| Inspection date | 21 April 2008 |
| Inspector | Susan Parker |
| Setting Address | 2 Grange Road, South Harrow, Harrow, Middlesex, HA2 0LW |
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| Registered person | Harrow Council |
| Type of inspection | Integrated |
| Type of care | Full day care, Out of School care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Hillview children's centre is a local authority provision, managed by Harrow integrated Early Years and Community services in partnership with Roxeth School.

The premises are a purpose-built single storey accommodation located in a busy area of South Harrow.

The children attending are from a variety of ethnic and socio-economic backgrounds, children with learning difficulties and disabilities are fully integrated. The centre is registered for 40 children between two and eight years. There are currently 70 children on roll, 38 of who speak English as an additional language who attend various sessions. There are currently 61 children attending who are in receipt of Nursery Education Funding. The centre is open throughout the year during the week from 08:30 to 17:30.

Admission is via the education, social services or health services for children 'in need' assessed under the Children Act 1989.

There are rooms available for children to play, eat, relax, and they have access to an enclosed outdoor area, which is fully integrated into daily play.

Special features include a sensory room and a nursery classroom, which has places for nursery children but is separately managed.

There are 19 members of staff including domestic, admin. and catering staff.

All staff working directly with the children hold level three childcare qualifications, the manager and deputy are supernumerary.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in a very warm, clean and hygienic environment where excellent routines are in place to minimise the potential for cross-infection. Children are gaining a positive understanding of good hygiene practices, such as washing hands before eating, and are actively encouraged to develop independence in their personal care through staff using positive encouragement and acting as excellent role models. Children who have any medical needs benefit from staff training in that area to ensure that each child's individual needs are effectively met. For example, there are first aid kits in all areas, which ensures a swift response, and staff members have received specialist training in administration of an epipen, and caring for children with a tracheotomy.

Children's physical, nutritional and health needs thrive due to the outstanding procedures and practices implemented by the staff. Children's physical development is significantly enhanced as they enjoy an excellent range of purposeful activities which contribute to their good health. For example, children have the choice to play in the outside area at any time throughout the session. Children have access to raincoats and Wellington boots so can play outside in all weathers. They can choose from a selection of imaginative and inviting outdoor activities and equipment, which enable them to develop control of their bodies as they run, jump, ride on wheeled toys, climb and balance, and are actively developing their physical skills safely. The outdoor learning environment is an integral part of the curriculum where children have large spaces to play and take acceptable risks. Children learn from their experiences and are developing the skills and experience to assess risks for themselves in the wider world under experienced guidance from staff.

Children are full of confidence. They try out new skills eagerly and feel comfortable in asking for help when needed, this is a result of the staff's excellent understanding of each child's stage of development, thoughtful provision of resources and sensitive encouragement.

Children help themselves to easily accessible drinks and enjoy an excellent range of healthy snacks. They are very well nourished as the staff have a superb understanding of healthy eating. Children who stay to lunch are encouraged to eat healthily and are learning about healthy foods and the benefits they have on their growth and development.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a safe, well-organised, child-centred provision where hazards are minimised and staff are conscientious in their stringent precautions to ensure that all children are protected from harm. Children are able to choose to move around the play areas, indoors and outside, freely and independently. They are learning about hazards through clear behaviour boundaries and rules, such as why they should not run inside rather than just being told not to do something. Children gain a sense of responsibility as they negotiate their movements safely around the tables and equipment inside and outside. They are learning about keeping themselves safe as they participate in emergency routines such as the well-documented fire drills. This promotes the children's understanding of assessing risks for themselves.

This welcoming, child friendly environment is rich and stimulating with brightly coloured posters, photographs and children's artwork displayed. This makes the children feel welcome and part of the group. Children make full use of the excellent range of high quality equipment, which is safe, attractively displayed, well maintained and suitable for the children's use. They are able to independently choose any of the excellent play resources as they are easily accessible and the staff are vigilant in their monitoring and supervision ensuring that children's choices are safe. High-risk areas such as the outside play area are checked thoroughly for hazards such as litter before children arrive each day.

Children are very well protected by the staff team as they have an exemplary understanding of child protection procedures, well supported by clear and detailed documents, policies and records. Entry to the children's centre is secure. The door is actively monitored and entry is by coded entry system. All visitors are supervised by staff at all times and are required to sign in the visitors' book.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enthusiastically participate in exciting and purposeful activities and clearly enjoy the happy and stimulating atmosphere. They are making excellent progress in their learning, self-esteem and development because the staff have an excellent understanding of how children learn. The Children's Centre successfully supports the learning and development of individual children by providing a fully integrated, broad, balanced, stimulating and differentiated curriculum. Staff give children a wide range of direct, hands-on experiences in a safe and secure environment, which ensures that they make excellent progress within the Early Years Curriculum.

Staff act as positive role models, and give sensitive support to all children. They demonstrate a genuine affection for children; they respect children's feelings, value their comments and clearly enjoy their company. Staff follow a well-organised routine, which promotes children's feelings of security and stability. Children are happy, settle quickly and relate well to other children and staff. Staff actively encourage and build children's confidence and vocabulary through constant praise and recognition. Staff adapt their questioning to reflect each child's stage of development and level of understanding. This helps them to ensure that they effectively and imaginatively meet the needs of all children. The committed and knowledgeable staff team are suitably qualified and dedicated to the concept of providing high quality childcare and education. They allow children freedom of choice to engage in well-planned activities, which capture their interest. Staff provide excellent support to draw the learning from play. This promotes positive outcomes for children. Staff have an excellent knowledge of the 'Early Years

Foundation Stage' framework, which they have implemented early, and is included in all aspects of planning and provision of learning activities. These secure systems underpin the foundations of the outstanding care and early educational programme for all children who attend the provision.

Nursery Education

The quality of teaching and learning is outstanding. Staff have an excellent understanding of the Foundation Stage, and have successfully integrated this with the Early Years Foundation Stage. Staff meet formally as a team to share and collate ideas and plan stimulating activities linked to their current topic and encompass all the areas of learning. This forms the basis of their long-term objectives. They then formulate their weekly plans to provide exciting activities and challenges to promote the educational needs of the children and encompass the six areas of learning. The children learn very early on what behaviour is acceptable through sensitive behaviour management techniques. The clear boundaries support children's sense of security and give them an understanding of what is right and what is wrong. This forms the basis of good social skills.

Children's personal, social and emotional development is nurtured well. They are attentive and respectful of adult and peers alike. For example, they know to be quiet and listen when someone is talking and to take turns. Children are developing their independence in dressing and toileting themselves. Their self-esteem is promoted as they proudly talk about their art displays. Children build an awareness of phonetic links as they have many opportunities to recognise their names. They are encouraged to enjoy books and they handle books well. They take time to look at the pictorial illustrations before turning the page to continue the story. Children have plentiful opportunities to mark make and are beginning to form recognisable letters as they practice writing in every day play situations. For example writing letters in the sand with their fingers.

Children are developing a growing awareness of number. Older and more able children can calculate in practical situations, and actively subtract using popular number rhymes. They recognise familiar numerals and numbers through the use of rhyme and song, count to five and are introduced to simple subtraction. Children show lots of interest in counting and subtracting, and use mathematical language in play. For example, they can count the number of steps on the indoor climbing frame with the corresponding numerals on each step. They initiate counting activities where they count confidently to eight, share items equally between four people and identify when someone has less and how many more they need, such as setting the table in the home corner.

Children have regular access to a computer and other technological equipment. They develop an awareness of the wider world as they celebrate cultural events throughout the year, and have very close links with the people in the local community.

Children's achievements and progress is assessed and recorded through regular observations, which forms the basis of their learning.

Children are agile and competent in their physical skills. They have access to an excellent range of outdoor equipment, which promotes muscle growth, control and strength. They have daily access to a range of tools, such as various sized pens and pencils to draw, scissors to cut and shape, paintbrushes and glue spreaders. They also have access to different types of construction sets. Children have exciting imaginations. They enjoy making individual creations using an excellent selection of media and materials. Children regularly role-play, using an excellent

selection of dressing up. Children can feed their imaginations and become whoever they want to be. They eagerly participate in singing action songs and interpreting the music with their bodies.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed, their individual needs and abilities are clearly understood and valued by the adults in the provision. Staff have secure knowledge and understanding all current legislation and are very inventive in the provision of suitable activities. They ensure that all children are cared for appropriately in tune with their needs. Staff are proactive in promoting the welfare and development of all children. They have a history of excellent practice with children with learning difficulties and disabilities. This is supported by excellent working practices with parents and external agencies.

Children's behaviour is very good. They are aware of what is expected of them, are calm, share, take turns and enjoy each other's company. The staff use superb skills to encourage and help them to understand moral and social codes of behaviour, and to develop positive relationships with one another. Children are very receptive to the praise and encouragement that is freely given. Children are developing a growing understanding of good social skills, the differences and similarities between themselves and their peers, and have an excellent understanding of socially accepted codes of behaviour.

Staff have secure knowledge and understanding of the code of practice and children's individual needs. They ensure that all children are cared for appropriately.

Staff are proactive in promoting the welfare and development of children. This is done by working with parents and external agencies. Children learn to value differences through sensitive discussions, stories, activities and the use of developmentally appropriate resources. Children develop warm relationships with each other and the staff team, they help and support each other, and are aware of and sensitive to the individual abilities of the other children.

The partnership with parents and carers is outstanding. Detailed information and parents views about their child's needs are actively sought before the child commences at the setting and throughout their time there. Parents have access to the wealth of policies and procedures which underpin the running of this enthusiastic nursery. Parents are well informed of their child's achievements and progress through individual home communication books and verbal daily feedback on the children and what they have been doing. Staff encourage parents to share their expertise and knowledge to enhance the provision of nursery education. This ensures that children's care, well-being and education are greatly enhanced. Parents views and feedback are actively sought verbally. The nursery education programme links closely with parents ensuring that they are fully involved in all topics and information is shared effectively in many languages.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is outstanding.

The enthusiastic, committed and dedicated staff team, sound and detailed documentation, and positive working relationships with parents and carers, ensure that children's development is

greatly enhanced at this provision. Staff are exceptionally skilled and competent in their childcare practice. They demonstrate a real affinity with children. They use their wealth of experience and their ongoing childcare training to provide a wide range of practical and stimulating learning opportunities. The staff are receptive to improvement and are consistently striving to provide a fully inclusive, high quality provision for children. They are committed to ensuring that they are well versed in all current and future regulations and guidance in order to provide excellent care and education for all children.

The leadership and management of the nursery education is outstanding. The management team shows excellent management skills and are supported in their roles by the experienced and knowledgeable staff team. There are effective close links with the outside agencies enabling the sharing of ideas and good practice for the benefit of all. The children's centre welcomes the input from external agencies and is always looking for ways in which the excellent practice can be developed. Staff are highly competent. They are able to draw incidental learning from the daily routine naturally. This supports the balance and coverage across all aspects of the curriculum. They are supportive of each other and flexible in their working, ensuring the learning needs of the children are being met at all times. They are fully involved in assessing strengths and weaknesses in the children's centre. They access training and attend relevant exhibitions and talks.

The well tuned management structure enables the children's centre to be proactive in its monitoring and evaluation of the nursery education. Staff all work together as a cohesive team. The ethos throughout the nursery is the development of the children into secure confident learners who thrive in the imaginative and stimulating environment. Planning and assessment are evaluated and used to inform future planning. This ensures the needs of children are being met through the inclusion of all and the adaptation of activities.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

N/A

Complaints since the last inspection

There has been 1 complaint made to Ofsted since the last inspection. On 02 October 2007 concerns were raised under National Standard 4 - Physical Environment and National Standard 7 - Health, regarding the cleanliness of the premises and the presence of 'worms' in the bins outside the Nursery.

Ofsted visited the provider, discussed the concerns and made observations. The Manager informed us that they had already taken action regarding the cleanliness of the premises following a complaint made directly from a parent.

As the Nursery had taken appropriate action, Ofsted were satisfied that the National Standards were now being met. No further action was taken and the provider remains qualified for registration.

However, during the visit it was noted that Ofsted had not been informed of a change in Manager and a letter was sent to remind the provider of this.

The provider is required to keep a record of complaints made by the parents or carers, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk