

# Hilltop Pre-School

Inspection report for early years provision

---

**Unique reference number**

EY270274

**Inspection date**

24/06/2009

**Inspector**

Sandra Patricia Jeffrey

**Setting address**

Lebanon Gardens, Biggin Hill, Westerham, Kent, TN16 3HA

**Telephone number**

07941 206036

**Email**

**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Hilltop Pre-school is privately owned and opened under new ownership in 2004. The pre-school is based in the Women's Institute Hall in Biggin Hill, Bromley. Children have access a large hall, separate toilet facilities and a newly assembled disabled toilet block. There is now also access to a secure outside play area offering the children opportunities to enjoy daily physical exercise in the fresh air. The premises are ground level and easily accessible via a ramp, which ensures equal access for all users.

Hilltop Pre-school is open Monday to Friday between 09:30 and 12:00 during term time. The setting is registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register and may care for up to 26 children from two years to under five years at any one time. There are currently 27 children on roll, of whom 19 children are in receipt of funded nursery education.

The pre-school serves families from Biggin Hill and the surrounding area. It supports children with identified learning difficulties and/or disabilities and children who speak English as an additional language. There are six members of staff, of these, three have early years qualifications and three are embarking on relevant child care qualifications. A minimum of four staff work directly with the children each session. The pre-school receives support from the Bromley Early Years and Childcare Service.

## Overall effectiveness of the early years provision

The quality of the provision is good. Children make good progress in their learning and development and most welfare requirements are met. Children are safe and secure and enjoy their time at the setting. The satisfactory partnership with parents contributes to ensuring that the needs of the children are met and that where necessary, additional support is sought. Systems for self-evaluation are generally good and the setting has identified some strengths and weaknesses, setting realistic targets for improvement. Staff regularly attend training as part of their commitment to improving outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop existing partnerships with parents to ensure information relating to children's learning and development is shared effectively and involve parents more in developing the next steps in learning to ensure children's individual needs are met more effectively
- consider additional ways to improve measures to prevent the spread of infection in relation to children's hand washing and drying procedures
- ensure all policies and procedures are reviewed and brought in line with the Early Years Foundation Stage framework and provide parents with more

accessible information about how to contact Ofsted in the event of a complaint

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out regular risk assessments and take reasonable steps to ensure the safety of children on the premises and keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) (Documentation)

08/07/2009

## **The leadership and management of the early years provision**

The pre-school is led and managed by an enthusiastic and motivated management team and this positive attitude is reflected in the generally good practice within the setting. The whole team work well together and are aware of their roles and the running of the setting. The provider listens to and values the ideas and suggestions from staff, which in turn gives them a sense of value and results in the children feeling secure and very confident in their care.

The management team have a clear understanding of their strengths and weaknesses and endeavour to overcome these to bring about improvement. The manager has identified that the maintenance of documentation is a weakness and has realistic proposals to rectify this issue. As part of their commitment to inclusion and improvement, the setting has recently successfully achieved Accreditation status in the 'I CAN' early talk programme. There are clear plans in place for future development, for example to improve the newly developed outdoor area to enable this to become an effective asset to the setting.

The partnership with parents and carers is satisfactory. They are warmly welcomed into the setting and there is a friendly two-way flow of information between all involved in the children's welfare. However, parents do not have access to well maintained policies and procedures as these are still in the process of being updated to be in line with the Early Years Foundation Stage framework and do not contain the relevant contact details in relation to the complaints procedure. Parents are also not actively encouraged to become involved in their children's learning and development and are offered limited opportunities to view and contribute to their children's development records.

Children are safeguarded effectively because the setting ensures that they are closely supervised at all times. All staff undergo suitability checks, and those who are not checked do not have unsupervised access to children. Staff have good knowledge of appropriate child protection procedures, which is underpinned by the effective policies in place. Most required documentation is in place but some

records relating to risk assessments are not maintained as required; including those relating to risk assessments of the newly developed outside area.

## **The quality and standards of the early years provision**

Children enter the setting confidently and are welcomed by staff who are caring and attentive to their needs. Children are very happy and are keen to learn and explore the stimulating environment around them as they play and interact with their peers. They are very sociable and make friends easily and communicate well with adults and each other. Children are supported well by the adults in their learning and development in the main. Staff are deployed well to ensure they can sit with children during activities and assist where necessary.

Children are eager to become independent and enjoy making choices in their activities during their play. Staff encourage children to put toys away and engage a selection of children in more responsible tasks each session that extend their capabilities and independence, such as helping to give out the cups and fruit and biscuits at snack time.

Children are supported well in their learning to make progress in communication, numeracy and communication technology, and so develop important skills that contribute to their future economic well-being. The children are encouraged to write their name on their work and many are starting to form recognisable letters and in many cases can clearly write their names. Name cards are used frequently throughout the sessions by the children and staff, which ensures children have good opportunities to see and recognise not only their names, but also the names of their friends.

Children also receive good opportunities to see and use mathematical symbols and language. For example, children are encouraged to guess how many children are present at the start of every session and are then helped to count the actual number present. This number is then recorded on a bar chart for the week and the children are competent at identifying whether there are more or less children present than yesterday for example.

Children exhibit high levels of good behaviour and are encouraged to work together cooperatively and share and take turns. Children know the rules and boundaries and staff portray positive role models for children, which in turn encourages good behaviour.

Children learn about the world around them through play equipment, books and pictorial images that promote awareness of others, this enables them to learn about and to value diversity. The children show curiosity as they use torches in the play tents and take them around the room, examining various objects with them.

Children enjoy looking at books and listening to music and audio stories via the headphones in the cosy book area that has been equipped with various cushions and bean bags to make a welcoming and relaxing area. Children use paints, pencils, construction toys and water during the sessions that are mainly free choice

sessions and also have daily access to a computer.

Children with learning difficulties and/or disabilities benefit from close liaison between the setting, parents and extended services. Children who have English as an additional language are also supported well, in close partnership with parents.

The staff have a generally good understanding of creating a safe and welcoming environment in which risk is minimised and children learn to take care of themselves. For example, children use equipment and play resources that have been checked for suitability for their varying ages. However, the new outdoor risk assessment is not recorded or evaluated and therefore does not identify any areas that may need improvement.

Children are cared for in a clean and secure environment which staff endeavour to present in a bright and welcoming manner, with displays of children's art work and posters. The facilities are shared with other users, however, so these are somewhat limited. Fire safety is good as all staff and children regularly carry out emergency evaluations, ensuring that all have ample opportunities to become familiar with the process.

The premises meet the needs of the children in the main, although the temperature of the hot water in the toilet area presents a hazard and as such the children are not permitted to use the sinks. This results in the setting using bowls of water for the children to wash their hands. Whilst these are changed at regular intervals and are cleaned with antibacterial soap at each change, this method of hand washing is not desirable and presents the risk of cross infection. In addition, the use of shared towels for hand drying increases these risks. These issues were discussed at length with the management team, who advised that alternative arrangements would be considered.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met