

Hazeldene Pre-School

Inspection report for early years provision

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Inspector Susan Linda Capon

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Hazeldene Pre-School originally opened in 1969. It was re-registered under the current provider in 2005. The pre-school operates from Footscray Baptist Church Hall in Sidcup in the London borough of Bexley. The group has use of a large hall, which is divided into two parts by folding doors. There are associated toilets and kitchen, and a fully enclosed area available for outdoor play.

The group is open Monday to Friday from 9.15am until 12.15pm, during term-time only. It is registered to care for a maximum of 26 children in the early years age group at any one time. Of these, no more than eight may be between two and three years old. There are currently 27 children on roll. Children attending reflect the local community. The pre-school supports children with special education needs and/or disabilities and those with English as an additional language.

There are six qualified members of staff, including the manager, who work directly with the children. Additional staff are available for emergency cover.

The setting receives support from an advisory teacher from the Bexley Early Years Development and Childcare Partnership and the area Special Educational Needs Coordinator.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The strong management and staff team are dedicated to providing high quality provision for all the children attending, enabling them to develop and grow in a very caring environment. Children are fully occupied and busy, during every session, as they eagerly explore the wide range of readily available resources. Inclusive practice is a high priority to all staff, ensuring every child's personal needs are fully incorporated into the daily routine, enabling them to all develop and progress. Extensive training for all staff ensures they are fully conversant with the Early Years Foundation Stage requirements and the day to day procedures of the pre-school. The ongoing self-evaluation incorporates the views of all staff, parents and children, enabling the management to continue to develop and extend the quality of provision provided. The staff team clearly demonstrate an ability and willingness to improve and develop all aspects of their provision as they have fully completed all previous recommendations raised at the last inspection. Staff continue to develop close relationships with all parents, enabling them to be fully involved in their child's care, learning and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the personal information gathered for each child at the point of registration, providing a clear indication of their individual developmental needs and starting points
- continuing to develop the staff appraisal system, enabling staff to develop their personal childcare knowledge and skills to maintain high quality care, learning and developmental opportunities for the children attending.

The effectiveness of leadership and management of the early years provision

All staff are very enthusiastic and keen to continue to develop and improve the service they provide for the families and their children. The detailed policies and procedures underpinning their day to day practice are fully implemented by everyone, ensuring children are extremely safe and secure, during their time in the pre-school. All staff continue to develop their childcare skills and knowledge through attending training opportunities, implementing their learning into the setting. For example, Safeguarding Children, Schemas and Dolls and Dinosaurs. Rigorous, robust employment checks and safeguarding procedures ensure all staff are suitable to work with the children. Students and volunteers are never left alone with the children, ensuring their safety at all times.

The pre-school staff constantly reflect on all aspects on their provision, making appropriate changes to promote high quality care, learning and development for every child attending. For example, a snack bar has been introduced, enabling children to enjoy their snack at a time to suit their personal needs. Large group activities are no longer used as staff recognise the differing needs of the children attending. Staff have worked hard to complete all previous recommendations raised at their last inspection. They continue to develop their overall practices to promote high quality care for everyone using the pre-school.

Extensive risk assessments are carried out, ensuring all areas of the provision are safe and secure, minimising all potential hazards and unnecessary accidents.

Excellent systems are in place for supporting all children in the nursery, particularly those with special educational needs and/or disabilities and those with English as an additional language. Staff continue to develop their signing skills and intend to learn Makaton in the near future. A photographic display of the daily routine helps all children know what will happen next as the morning proceeds. Clear, close relationships with all parents, professionals and other provision children attend, ensures they all work closely together, promoting continuity of care, learning and development for the child. For example, staff liaise closely with a family liaison officer for the hearing-impaired, ensuring they can provide suitable facilities and understand the personal needs of children with this type of disability prior to their attendance.

The children's welfare and safety is paramount to the staff team. Good adult to

staff ratios each day ensure all children are fully supervised as they play indoors and outdoors, particularly during the free flow time each morning. Staff rotate the extensive range of equipment, providing children with a wide range of activities, toys and equipment relevant to their developmental needs each session. Rigorous safety checks ensure these are always suitable, safe and clean for the children's use. For example, any damaged or broken equipment is immediately removed for repair or discarded. Children enjoy ample opportunities to develop their awareness of other people and the world about them through the extensive resources, activities and equipment readily available each day. For example, dolls reflecting ethnic minorities, posters demonstrating different types of families and figures with disabilities in the doll's house. Visitors to the pre-school include the police, postman and nurse.

Strong relationships are forged with all parents, making them feel welcome and involved in their child's care, learning and development. Parents find the staff warm, welcoming, friendly and approachable, making them and their children feel at home and part of the group. They are extremely pleased with the quality of care their child has received and know their child is very happy to attend each day. Children would benefit from staff gathering more detailed information from their parents, enabling them to plan relevant activities to meet their needs. Parents are fully aware of their child's personal learning and development as they have regular meetings with their child's key person. They have ample opportunities to make suggestions or their views known through an anonymous questionnaire. Through these the staff have provided more opportunities for one to one discussion with parents and developed the content in the newsletter. Additional information is provided through well organised notice boards, photographs, the welcome pack and policies and procedures, ensuring everyone is fully conversant with the group ethos and day to day operational plans.

The quality and standards of the early years provision and outcomes for children

The well organised staff work well as a team as they lay out and pack away all activities, toys and equipment each day, indoors and outdoors. They provide high quality, stimulating, interesting activities supporting every child's personal development and progress. Children's artwork is effectively displayed around the premises, enabling them to develop their confidence and self-esteem as they proudly show their parents their masterpiece. All the children understand the importance of keeping themselves safe as they play. They recognise the importance of taking care when using the scissors and get off the rocker carefully, preventing the other child falling off accidentally. Children have good relationships with the staff team, understanding they can ask for help and support at any time. They regularly practise the emergency evacuation procedures with the staff team, recognising the importance of listening carefully and calmly following any instructions they are given.

Children are extremely aware of healthy eating and taking regular exercise to help them grow big and strong. They all enjoy fresh fruit and raisins for their daily snack freshly prepared by staff throughout the morning. Personal placemats

promote name recognition while enabling any specific dietary needs to be highlighted, ensuring children receive appropriate food as required. Children collect their own mat and beaker, choose where to sit, select their own food, pour their own drinks and clear away, fully promoting their independence skills at all times. They enjoy specific activities related to healthy eating, recognising fresh fruit is good for you. All children and staff use good hygiene routines at all times, preventing the spread of infections. For example, children blow their nose on a tissue and wash their hands afterwards.

Children enjoy regular opportunities to explore the wide range of toys and equipment readily available in the newly developed outdoor area. They eagerly put on their own coats as they enjoy the free flow time during the session. Children enjoy using the slide, rocking on the rocker, pouring water into the containers to water the plants and digging the garden looking for worms. During more inclement weather they enjoy climbing and jumping indoors, using the large play apparatus.

Every staff member is fully conversant with the Early Years Foundation Stage curriculum, effectively incorporating this into the daily routine. Extensive planning, incorporating the children's personal interests and specific developmental needs are available each day, enabling every child to achieve their personal potential. Constant reflection and evaluation of the plans and activities offered ensures suitable changes are made when required to develop the curriculum provided. All areas are covered equally and there is a good balance of adult-led and free choice activities each day. Children are constantly encouraged to develop their self-help skills throughout the morning. For example, creating their own models at the art and craft area and tidying away at the end of the session. Excellent regular observations are used effectively to identify individual learning and developmental needs. Well organised portfolios of information, including children's photographs and artwork, enable parents to see how well their child is progressing, during their time in the group.

All the children are making excellent progress towards the early learning goals. They understand the importance of behaving well and working together with the staff and other children. Children are keen to reach the green level on the behaviour traffic light system, recognising this is a good place to be. For example, they move to this area if they share well and are kind to the other children. Staff encourage children to remember the rules of the pre-school as they calmly and clearly explain the reasons for doing this. For example, children running with the buggies are reminded of the dangers to their baby if they fall.

All the children have developed strong relationships with the staff team. They enter confidently, eager to explore the range of activities readily available. Staff provide excellent support to all new children, enabling them to settle quickly and make new friends. Children enjoy exploring the play dough, water, sand, paint and glue on a daily basis. They are eager to learn how things work as they open the camera inquisitively or switch the toy drill on and off as they play. Children enjoy observing the clouds in the sky and recognise the seaweed in the water tray. They sit in a small group, enthralled as they listen to the story about the 'Room on the Broom'. They are keen to depict what will happen next and join in the discussion about good and bad witches. Singing songs and playing musical instruments is a

big favourite with all the children. They develop their imagination as they pretend to clean their own teeth in the dentist area and make one another meals in the Chinese restaurant. Children enjoy ample opportunities to develop their writing skills as they chalk on the low board in the garden and label their own artwork, using recognisable letters. Staff take every opportunity to help children progress and develop their knowledge as they play with children sitting at their level. For example, they considered whether the length of track was bigger or smaller than the children and staff. Staff constantly praise and encourage the children's achievements helping them develop good self-esteem and confidence.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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