

# Hillbrook Resource Base

Inspection report for early years provision

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**Unique reference number** EY381202  
**Inspection date** 15/12/2009  
**Inspector** Lorna Lorraine Hall

**Setting address** Hillbrook Primary School, Hillbrook Road, LONDON, SW17  
8SG

**Telephone number** 02086723957

**Email**

**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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## **Description of the setting**

Hillbrook Resource Base is a specialist nursery unit managed by Hillbrook Primary School and based within the school grounds. The Resource Base provides care and education for children on the autistic spectrum or who have other social communication disorders. The setting operates from a purpose built single-storey accessible building and shares an enclosed outdoor area with the other early years provision at the school.

The setting is registered on the Early Years Register to care for 10 children aged two to three years old and children attend the unit until they are five years old. The unit is open from 09:00 - 15:00 from Monday to Friday during term time.

There are three full-time staff who work at the setting, with additional support from a full-time speech and language therapist and a linked occupational therapist.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children make excellent progress in all areas of their learning and development as a result of the setting's knowledge of the Early Years Foundation Stage. An excellent range of purposeful activities and resources are available to children and a high staff ratio means that staff support and extend their play, for there is a sensory room with activities to successfully support their sensory development. Children are extremely happy and settled within the warm welcoming environment. Staff demonstrate an excellent awareness of settling in procedures and outcomes for all the children. Partnership with parents is excellent and the setting works effectively with parents and others to meet children's individual needs. The provision uses self-evaluation effectively to identify strengths and areas for improvement.

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

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

- improve the record of risk assessment so that it includes information on who conducted it and when

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

Children are safeguarded extremely well in the provision. Effective links with multi-agency ensures that children are confident to explore and access quality learning resources, several times throughout the session. Children's safety and welfare are highly promoted as all members of the staff team have undergone suitability

checks and the manager is fully aware of the conditions of registration. Staff are committed to continuous professional development. Training is continuous and highly effective, staff are well qualified, highly motivated, with expert knowledge and skills in working with children who have learning difficulties. The manager demonstrates extensive knowledge and understanding of her responsibility regarding the safeguarding of children within the setting. A written safeguarding children policy includes the procedure to follow in the event of a concern about a child in the setting as well as the procedure if there is an allegation made against a member of staff. The staff team demonstrate a very good understanding about how to help children feel and keep safe. For example, they seek advice from health and speech professional before they purchase specific equipment for the children. Although, effective systems are in place to carry out and record risk assessment, the records do not show when and by whom they have been checked.

Documentation within the setting is exceptionally well maintained and most written procedures are in place. Partnership with parents are exemplary, staff value and successfully engage them. Home visit prior to admission, ensure smooth transition and reassure parents about how individual learning needs will be met. Parents receive a comprehensive package detailing how staff will support the children to achieve their full potential and provide clear information for parents to contribute to learning at home. Regularly meetings are held with parents to keep them informed about their children's progress. There is a very strong emphasis on partnership with other professionals to promote continuity of care and ensure parents understand the information they receive.

A parent notice board provides parents with additional information about the setting and pamphlets relating to other services delivering the Early Years Foundation Stage.

The setting demonstrates a very good awareness of equality and diversity. All the children have access to high quality learning resources to extend their play. Where required children wear specially designed clothing to enable them to fully participate in the activities. Resources are accessible and available for all children to experience and include a wide range including positive images of diversity, disability and linguistic differences. The manager completed training with the voluntary organisation that support family with children who have special educational needs. She has attended appropriate training courses to enable her to meet the additional needs of children attending the setting. The setting uses the PECS (Picture Exchange Communication System) of a pictorial timeline as well as signs around the nursery to enable any children with speech or language difficulties or with English as an additional language to participate fully in the range of activities available.

Methods of self-evaluation are clear, concise and focussed and parents have the opportunity to contribute. The manager and staff are fully aware of the strengths of the provision as well as areas for improvement

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

Children make rapid progress in all areas of their learning and development. A high staff ration contribute significantly to the children's well being, consequently all the children demonstrate a strong sense of belonging. Rigorous systems are in place to ensure all the children meet their targets. All children have a record of achievement, it is broken down in the six areas of learning, and base line assessment when the children start it is updated each term to highlight progress. The manager who is a SENCO trained teacher sets targets for the children and staff carry out detailed observations on all the children. This informs planning and information for review meeting with parents to discuss their progress. Children's Individual Educational Plan are shared with parents and show how they can support children's learning at home. Learning activities clearly shows how the children will access learning for example using the PECS communication programme. There is a strong emphasis on planning for individual's learning and daily plans and other professional such as Occupational Health are involved in planning, plans are based on evaluation, assessment of where the children are at, plans are repetitive as some of the children need repetitive learning to grasp certain skills.

Staff work very closely with speech therapist and each term related to the topic is a word bank compiled by the speech and sent home to parents so they can continue learning at home. Achievement profiles follows the child to the next setting at the end of the Early Years Foundation Stage parents can keep the file.

Children enjoy an excellent range of activities that are planned around their interest and offer some degree of free flow between inside and outside. Staff uses a wide range of methods to encourage the children to be active learners, for example, they all take part in interactive sessions on the large white board. Resources are easily accessible and staff sensitively support the children to independently select what they would like to play with. Children enjoy the one to one during a painting activity.

Children's behaviour within the setting is very good and they share and take turns well. Staff know the children well and promote their confidence and self-esteem through verbal and non verbal communication. Children are well supported to enjoy routines such as snack time.

Resources available help children to develop skills for the future with help and encouragement from the staff. These include a range of electronic toys such as a computer which children use to problem solve by linking sounds with pictures. Children experience the wider community through regular visits from community workers such as speech therapist.

Healthy eating is encouraged within the setting, snacks are nutritious and parents provide detailed information about their children's dietary requirements. Staff ensure that all the children receive food according to their needs. Children enjoy growing vegetables in the nursery garden. Their physical development is successfully promoted as they have daily access to physical activity. They climb

and ride bikes, manipulate a range of textured equipment or sit in the play house and look at a book or explore the different resources such as pressing buttons on large pop-up toys.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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