



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106982

DfES Number: 516745

### INSPECTION DETAILS

Inspection Date 28/04/2003  
Inspector Name Kay Roberts

### SETTING DETAILS

Setting Name Hillside Pre-School  
Setting Address Hillside Road  
Bristol  
Avon  
BS5 7PB

### REGISTERED PROVIDER DETAILS

Name Mr Rob Worsfold

### ORGANISATION DETAILS

Name  
Address

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Hillside Pre-School has been in operation for 26 years. It is situated within the grounds of Air Balloon Infant School in St George, Bristol. The purpose built accommodation is owned by the group and consists of a large playroom, toilets and a staffroom. Children have easy access to an enclosed outside play area adjacent to the building, with hard and grassed surfaces. They also have occasional use of the large school playing field. The pre-school is privately owned, and has charitable status. A management committee, made up of parents and staff, has responsibility for running the group and for maintenance of the building and garden. The pre-school is registered for 24 children aged between three and five years. At present there are 67 children on roll, including 40 funded three-year-olds and 23 funded four-year-olds. The group has provision for children with special educational needs, but there are currently no children who speak English as an additional language. It is open on weekdays during term times, from 9.15 am to 11.45 am and from 12.50 pm to 3.20 pm. Three experienced playleaders, and two permanent assistants work with the children on a regular basis. Parents also help in sessions on a rota system. Children attend from the local urban community, and families are from a variety of socio-economic and cultural backgrounds. The group has strong links with the neighbouring Infants School, from which it receives advice and guidance on the delivery of the pre-school curriculum.

### How good is the Day Care?

Hillside Pre-School provides satisfactory care for children. The group own it's own premises which are welcoming, safe, and cheerful, with many displays. Children are provided with a regular routine which gives appropriate time for free play and large group activities. However, there are too few small group activities. During free play children are happy and interested in the broad range of toys and activities which are available. Children particularly enjoy the home corner. Although staff sit with children for large group activities such as a second story, some children lose interest. Playgroup sessions are planned around a wide range of activities and children receive good individual attention. Staff are particularly sensitive and offer a high level of support to children who have 'special needs'. Overall, equal opportunities is

promoted within the group. Children play happily together, they are well behaved and know the rules. Good behaviour is encouraged by praise. Staff have provided children with a good understanding of health and hygiene. The three leaders qualified many years ago and have since gained much experience in caring for children. Although staff have undertaken training since first qualifying, the original qualifications have not yet been updated. Staff have a good relationship with parents and provide regular verbal updates on children's progress. However, there is no formal system for staff to review children's progress with parents. Some policies and procedures have been re-written and approved by the committee. The complaints procedure and prospectus still require updating. There is no policy for lost children and children not collected from the pre-school.

### **What has improved since the last inspection?**

At the last inspection, the group were given a number of actions relating to documentation, staffing and safety issues. In order to address this the group have written and approved new policies and procedures, and updated others. There is an induction for new members of staff and an appraisal system will be introduced in May 2003. During the last year staff have undertaken a lot of training including caring for children with special needs, observation and assessment, first aid, anger management, plus management and leadership. A risk assessment of premises has been completed and will be reviewed on a regular basis. To make the outside hard surface area safer for children, staff divide the area into 2, children using bikes and scooters are placed in one half, and those with balls and hoops in the other area. Fire drills are now recorded.

### **What is being done well?**

Staff provide a relaxed atmosphere in which children are happy and keen to learn. They form good relationships with children, are aware of each child's stage of development, and where appropriate, offer one to one support to encourage learning. (Standard 3) Staff ensure that children are safe and encourage children to develop an understanding of health and hygiene. (Standard 6) Staff provide children with clear boundaries, to which children respond well and behaviour is good. (Standard 11) Staff have a good relationship with parents and encourage them to assist at sessions. If a parent has a specific skill or knowledge they are asked to share this with the children. (Standard 12)

### **What needs to be improved?**

recruitment procedures in order to comply with equal opportunities. (Standard 1) leaders' qualifications to comply with the requirements of national standards. (Standard 1) small group activities need to be increased, in order that all children's needs are met. (Standard 2) procedures to be established for lost children or children not collected. (Standard 2) the settling in procedure needs to take into consideration the individual needs of each child. (Standard 3) children to be encouraged to use all equipment and resources to promote all aspects of development. (Standard 3) snack time routines need to be reviewed. (Standard 8)

staff to extend their knowledge of writing IEP's. (Standard 10) information for parents on their children's progress, as well as an updated complaints procedure and prospectus and clear guidelines for volunteers. (Standard 12)

**Outcome of the inspection**

Satisfactory

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person must take the following actions by the date shown**

Std	Action	Date
1	Ensure leaders update qualifications to meet requirements of the National Standards.	30/04/2004
2	Develop a procedure to be followed in the event of a parent failing to collect a child or a child being lost.	30/04/2004
12	Update the complaints procedure to reflect that Ofsted is now the registering authority, and the prospectus to accurately reflect the key areas of learning.	30/04/2004

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
1	Ensure recruitment procedures comply with equal opportunities.
3	Ensure the needs of all children are fully met through small group work.
3	Ensure that the settling in procedure considers the individual needs of children.
8	Develop and implement a system for snacks, which ensures children are not kept waiting to wash their hands, and encourages independence and socialisation.
10	Extend staff knowledge of writing Individual Education Plans for children with special needs.
12	Develop a formal system for reviewing children's progress with parents, and ensure volunteers are clear about their roles and responsibilities.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Hillside Pre-School provides a warm, welcoming environment, within which children are generally making good progress towards the early learning goals. Teaching is generally good, with behaviour management a strength of the setting. Relationships between children and staff are good. The high adult:child ratio enables staff to give children individual attention, which is especially valuable for those with special needs. Staff make effective use of the many good quality resources to support children's learning in most areas. However, not all staff are secure in their knowledge and understanding of the early learning goals. Children enjoy a wide range of interesting topics, but plans do not give clear learning objectives for activities nor indicate how to meet different children's needs. There are too few structured small group activities fully to challenge children's developing skills, particularly those of four-year-olds. Adults are over directive of art and craft activities. A suitable assessment scheme charts children's progress well, but is insufficiently used to inform planning. The pre-school is generally well led and managed. The experienced playleaders work very well together, and are cheerful, hardworking role models for their team. There is strong emphasis on staff development, and a commendable willingness to learn from good practice observed elsewhere. However, there is a lack of awareness of the weaker areas of the provision. Less experienced staff and volunteers do not receive enough guidance in how to work effectively with children. The partnership with parents is generally good. Excellent relationships between parents and staff facilitate the informal exchange of information about children. Parents have many worthwhile opportunities to be involved with the group. However, they receive too little information on the curriculum and how children's progress is formally assessed. The pre-school serves its local community well.

### What is being done well?

. Good relationships within the group, and between parents and staff, promote a happy and secure learning environment. . Experienced playleaders work well together and are good role models, so that children are confident, friendly and well behaved. . Mathematical skills and ideas are developed well. . Staff plan a wide range of interesting topics, and provide a bright and welcoming child friendly classroom, enriched by many colourful displays. . Very good opportunities for imaginative play.

### What needs to be improved?

. planning and assessment systems so that learning objectives are clear, small group activities are included, plans show how activities will meet the needs of more and less able children. . development of the book area to make it more appealing and to encourage children to share books informally with each other and adults. .

children's opportunities for informal writing. . children's access to art materials and opportunities to express themselves freely and imaginatively through art and craft. . guidance of less experienced staff working with children to ensure children are fully supported in all areas of their learning.

### **What has improved since the last inspection?**

The last Ofsted inspection report in June 1999 identified three areas for improvement. These related to: providing children with more opportunities to recognise the sound and shape of letters, and to associate sounds with patterns in rhymes, with syllables and with words and letters; improving the programme for knowledge and understanding of the world by developing children's awareness of their environment, and providing more experiences to improve and develop children's cutting, joining and building skills; providing increased experiences and a greater range of materials for children to express themselves imaginatively through art in both two and three dimensions. Good progress has been made with the first key issue. Children now have many worthwhile opportunities to recognise the sound and shape of letters, and they are interested in letters and words. They are learning to associate sounds with rhyme patterns, syllables and words as they enjoy songs and rhymes and being shown rhyming picturebooks. Progress with the second issue has been generally good. Children have suitable opportunities to learn about their environment through topics, visitors and as they play with small world toys like a farm. Their construction skills are being developed through appropriate activities such as using waste materials and making envelopes for cards. However, they still do not have enough regular opportunities to develop cutting skills. Limited progress has been made with the third issue. Children are now provided with a wider range of materials for art and craft work, and they are involved in many topic related art activities. However, their free access to suitable materials is restricted and they still do not have enough opportunities to express themselves freely and imaginatively. There is too much adult direction in this area, This continues to be an issue needing to be addressed. Overall progress with the key issues has been generally good.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>The programme is very good overall. Children are confident, friendly and play happily together. Relationships within the group are good, and children are well behaved. They are responsive and excited by activities such as acting out a story. Children are able to access most resources and choose what to play with. They are learning to respect one another and others in the community. However, their opportunities to develop personal independence and responsibility are limited in some areas.</p>	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
<p>The programme is generally good. Children have many chances to talk, and they use language well, for example, during pretend play. They are learning to recognise letters and common words, and to write their names. The abundance of print around the room reinforces their understanding that print carries meaning. Children are enthusiastic about stories, songs and rhymes. However, there is little spontaneous use of the book area, and children have too few opportunities for informal writing.</p>	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>There is a very good programme for mathematics. Children count confidently and many recognise numerals up to 20. They use mathematical language well, for example, when discussing the sizes, positions and different speeds of toy cars. Children are developing a good understanding of addition and subtraction through practical activities and number rhymes such as '10 Fat Sausages'. Problem solving skills are fostered as children complete puzzles and build with construction toys.</p>	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
<p>A generally good programme promotes children's knowledge and understanding of the world. Children enjoy a wide variety of interesting topics, and they have good opportunities to learn about their own and other cultures. They experience worthwhile activities focused on the natural world. However, older children in particular do not have enough chances to explore in more depth, and to question how and why?</p>	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>A very good programme overall fosters children's physical development. Children use a wide range of challenging small and large equipment confidently, showing good bodily control and coordination. They have regular opportunities to enjoy energetic play out in the fresh air. Large muscle skills are developed very well.</p>	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
<p>The creative programme is generally good. Provision for imaginative play is a strength of the setting, and children particularly enjoy the home corner. Stimulating topics are well supported by a good variety of art and craft activities. Children are encouraged to respond using all their senses. However, they have insufficient opportunities to access art materials, express themselves imaginatively and practise small muscle skills through two and three dimensional work.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y



**OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

**WHAT THE SETTING NEEDS TO DO NEXT**

1 Further develop the planning and assessment systems to ensure short term plans relate closely to the early learning goals and have clear learning objectives for activities to guide adults working with children. Plans should show how activities can be adapted to meet the needs of more and less able children. Use information gained from assessment to inform planning. 2 Enhance the programme for communication, language and literacy through providing children with more opportunities for spontaneous markmaking and by finding ways to encourage them to share books informally with adults and each other. 3 Improve the creative programme by providing children with regular opportunities to access art and craft materials and use them to express themselves freely and imaginatively.

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

**STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

**STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

**STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

**STANDARD 14: DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*