



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY219751

DfES Number: 512516

INSPECTION DETAILS

Inspection Date	07/01/2004
Inspector Name	Chris Gregson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Hillside Playcare Centre
Setting Address	Hall Road Southminster Essex CM0 7EH

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Mrs Lesley Jeanne Talbot
Address	Byways, York Road Burnham-on-Crouch Essex CM0 8HP

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 Playcare Centre opened in 1982. It operates from four rooms in purpose built premises in Southminster. The nursery serves the local and surrounding area.

There are currently ninety-seven children from birth to eight years on roll. This includes twenty-seven funded three-year-olds and sixteen funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a few of children with special educational needs, and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:00 until 19:00.

Nineteen staff work with the children. Over half the staff have recognised early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Hillside Playcare Centre provides good care for children. The centre is very welcoming and well organised, and there is a very effective system in place for employing and vetting staff. Policies and procedures ensure management and staff are well informed of good practice and current legislation. There is a wide and stimulating range of resources that are planned to cover all areas of children's learning.

Throughout the centre there are very caring and enthusiastic staff providing good care for children of all ages. The baby unit is excellent with a high level of interaction between staff and babies. Effective procedures are in place for checking sleeping children in both the baby and the toddler rooms. A good variety of meals and snacks are freshly prepared. Staff are provided with information to enable them to protect children. Safety is important throughout the centre and children play inside and

outdoors in the excellent facilities.

Children have a comprehensive range of stimulating play activities. There are consistent routines for playing, sleeping and eating, enabling children to feel secure and settled. The organisation of a rest area for the older children will further enhance this. Staff observe and record children's developmental progress. Children are supported as they learn right from wrong and good behaviour is encouraged. Excellent support is provided for children with special needs.

Partnership with parents is very good. Staff value information that parents share about their children. Excellent information about the centre's routines is provided in the reception area. Staff record information about the children's day including essential toileting and eating details, appropriate to their stage of development.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Very good information in the operational plan is readily available for parents to read.
- It details the care, routines, safety, and all operational policies and procedures for management and staff.
- Children are provided with excellent care, appropriate to their stage of development. In all areas of the centre, the staff are very enthusiastic and caring.
- Staff have good relationships with parents, making a link with the children's home to enable them to settle and feel secure.
- Staff provide children with a good range of suitable furniture, toys and resources across the various ages.

An aspect of outstanding practice:

Very good organisation of care, before and after core-hours, in Pooh Bears room. This provides a very friendly family atmosphere for children and good, supportive service for parents. Siblings can begin and end the day together when attending the centre for the extended day.

What needs to be improved?

- organisation of a suitable area for older children to rest comfortably.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

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

Std	Recommendation
4	Organise a quiet area where older children can rest comfortably during the day.

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

How effective is the nursery education?

The provision of nursery education at Hillside Playcare Centre is good. It enables children to make very good progress in personal, social and emotional development and generally good progress towards the early learning goals in all other areas of learning.

The quality of teaching is generally good. All staff are involved in planning a wide range of activities. They plan the same learning intention across the two pre-school rooms but have the flexibility of providing different activities. Further development of the planning and assessment procedures will ensure children make progress towards the early learning goals in all areas of learning. Staff ask questions to make children think and encourage them to find out things for themselves. They have a high expectation of children's behaviour and they respond well.

The leadership and management of the centre is generally good with some very good aspects. The manager encourages staff to work as a committed team providing effective early education for all children. Staff are encouraged and supported to update their qualifications and attend short training events enabling them to be well informed about early years education.

Partnership with parents is very good. Parents can see the activity plans and talk to staff on a daily basis. Parents find staff very approachable. Information about the foundation stage is readily available for parents.

What is being done well?

- Staff work well as a very effective and enthusiastic team providing support for children's learning.
- Children are provided with a very attractive range of props to promote and support their learning, especially at story time and when singing action songs. This stimulates their interest and keeps them involved.
- Children have access to a very good range of resources and equipment that reflect diversity in culture, gender and disability.
- Support for children with special educational needs is very good with staff working closely with parents and other professionals to provide appropriate learning experiences.

What needs to be improved?

- the organisation of outside play, to include more planned activities and learning experiences assessment and planning, to be linked to the stepping stones to ensure children to make progress towards the early learning goals

in all areas of learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children form good relationships with each other and the staff. They are very confident and eager to learn. Independence is encouraged and they are learning to take care of themselves by putting their coats on for outside play and tidying up after activities. Children are learning to take turns and share when playing games. They are aware of right and wrong and are polite and considerate of others. Children learn about the wider world by going on visits, such as the library.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children are good communicators using gestures, body language and talk. They listen intently and with interest to the stories and tapes. They handle books well and with increasing confidence. Children are beginning to write their names with well-formed letters using a variety of materials. Children recognise their names and can link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children can count up to ten and beyond. They can recognise numerals on jigsaw puzzles and speckle frogs during action songs. They learn simple addition and subtraction through songs and practical activities. Children have good use of mathematical language and competently describe position when hiding objects, measuring height and weighing cooking ingredients. They recreate patterns with wooden shapes and know that a triangle has three sides.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children learn about their environment through well-resourced activities and displays that allow them to explore and investigate various materials from the natural world. They talk about the weather, the sun and snowflakes. They construct and join materials using Duplo, wooden and stickle bricks and make cogs turn in the lunar park. They are learning to appreciate their own cultures and those of others through talking about birthdays and topics such as Diwali, Eid and Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children confidently move around the room and stretch, climb, slide, balance, jump and ride bikes outside. They learn about being healthy and know why they need to wash their hands after painting and wear clothes to keep themselves warm. They learn to use a range of tools safely such as scissors, paintbrushes, cutters, rolling pins and funnels. They use various materials like playdough, gloop and salt dough to form shapes, developing their fine motor skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children confidently express themselves by using their imagination through role play, action songs, construction, musical instruments, creative painting and collage activities. They learn to explore and experience colour, shape and textures using all their senses and enthusiastically express their feelings through imaginative play. They can recreate a favourite story and they enjoy listening to story tapes.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

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: THE KEY ISSUES

- develop the planned activities and experiences provided for children in their outside play
- continue to develop the assessment and planning to ensure children make progress towards the early learning goals in all areas of learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

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.