

# Hillbrook Early Years Centre

Inspection report for early years provision

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**Unique reference number**

EY282825

**Inspection date**

10/05/2011

**Inspector**

Vicky Turner

**Setting address**

Hillbrook Primary School, Hillbrook Road, London, SW17  
8SG

**Telephone number**

020 8682 9668

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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**

The Hillbrook Early Years Centre is run by the Committee of Derinton Road Family Centre and was registered in July 2004. It is a purpose built nursery on the grounds of Hillbrook Primary School, and is a neighbourhood nursery initiative. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for no more than 39 children under eight years; of these, not more than 39 may be in the early years age group, and of these, not more than 23 may be under two years at any one time. It is based within close walking distance of underground stations, and in an area well served by other forms of public transport.

The nursery consists of three playrooms, which accommodate 39 children aged from three months to under five years. There is an outside play area with safety surface. Staff facilities are also available. The nursery is open from 8am to 6pm, Monday to Friday, throughout the year. There are currently 39 children on roll. Three of whom have English as an additional language. The setting is in receipt of funding for 15 three and four year olds.

Twelve staff work directly with the children; of these seven hold a National Vocational Qualification (NVQ) at Level 3 in Childcare in Education and two hold a qualification at Level 2. Two members of staff are working towards a Level 3 qualification. The manager holds a Level 3 and is near completion of the Level 4 in the Management of an Early Years Setting and the deputy manager has a Level 3 in the Management of an Early Years Setting. The cook holds a Level 2 in Food Management. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The centre receives support from the Early Years Development and Childcare Partnership (EYDCP) within the local authority, and from the Wandsworth Primary Play Association (WPPA).

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

Overall the quality of the provision is good.

The nursery is good at promoting inclusive practice and childrens welfare, care, learning and development are met successfully. The setting works well with parents, carers and external agencies to ensure that children receive the support they need to enjoy and generally achieve well. Staff regularly evaluate the provision and have fully addressed all recommendations from the last inspection. The setting has a good capacity to maintain continuous improvement.

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

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

- further develop the new garden area in order to provide more opportunities

- for investigation and exploration
- provide more examples of written words and numbers both indoors and outdoors in order to extend children's awareness

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

Children are safeguarded effectively because there are comprehensive policies and procedures that promote their welfare and safety at all times. These procedures are well known by staff and carried out rigorously. Staff have a clear understanding of child-protection procedures. All staff are thoroughly checked to ensure that they are suitable to work with the children. Annual risk assessments and daily health and safety checks ensure that the learning environment, equipment and toys are safe for the children. Five members of staff hold appropriate first-aid certificates, and medication and other records are maintained well. Children are very familiar with how to safely evacuate the building in an emergency through regular practise. The nursery is managed successfully and the manager is keen to secure improvement. Staff, parents, and children are very much involved in the self-evaluation process which enables them to identify key areas for improvement. Regular staff supervisions, appraisals and on-going professional development, help meet the changing needs of the nursery.

Activities are adapted to meet the individual needs of children so that all children are included and find success. The staff work well with parents and carers, and external agencies to ensure that children with learning difficulties and/or disabilities, and those with English as additional language receive the support that they need to make good progress. The needs of children of all ages have been taken into account with the layout of the building and the baby room extended to provide another room for sensory experiences and to meet the needs of children who do not yet walk. The setting's resources are attractive, stimulating and interesting which support babies and children's learning and development successfully and can be accessed by them easily. This, along with the good knowledge of staff, enables babies and children to achieve successfully. Staff are deployed effectively to ensure that children are supervised closely at all times.

The setting has good relationships with the school. They have established good working relationships with a variety of Centres and Play Association groups and receive invaluable support and advice from them. The setting has close links with a range of other professionals. The 'Every Child A Talker' pilot project, for example has supported staff in developing children's early language skills.

The setting highly values the contributions parents and carers make to their children's learning and development. They are informed fully of their children's achievements through informal discussions, parent and carers days, parents' and carers' evenings, transition and developmental meetings, daily report sheets and phone calls home. Information books are available to support parents and carers on a number of childcare issues, such as weaning. Parents and carers are encouraged to share information about their children when they join the setting and are welcome to stay with their children during the settling in period. They are

happy with the provision because the children are 'well taken care of', 'safe' and 'learn lots'.

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

Staff effectively manage the transition from home to the setting through the good key working system in place so that it is a positive experience for all. Staff make sensitive observations which inform planning for the next stage in children's learning. As a result, children and babies make positive progress towards the early learning goals. There are good systems in place to track children's progress through their individual learning journeys. Children are reminded of how to conduct themselves safely and use tools and equipment safely. Well-established routines mean that babies and children are safe and know what to expect. Children are taught about stranger danger and road safety.

Children's health is promoted successfully and their understanding of the importance of healthy eating is good. They enjoy a healthy breakfast of cereal, toast and milk and have pineapples, grapes and apples for snack. There are daily opportunities for children to climb, crawl, slide, run and ride. Children participate in regular hand-washing routines. They know that they must wash their hands after playing with the animals.

Children and babies are happy and settled because of the trusting relationships they share with their adults. This gives them a good sense of security and belonging. They are very well behaved because the adults apply and model the golden rules consistently so children know what the boundaries are. The rules are recorded on 'talking tins' by the children themselves, and serve as a reminder of what is expected. For example, 'We take turns and share', 'We are kind to our friends'. Children help give out the fruit, and take turns as 'line leader', 'milk monitor' and 'class helpers'. They help tidy up and lay the tables. Children make positive contributions by caring for their pet rabbits and guinea-pigs and participate in 'Red Nose Day' activities.

Children's understanding of diversity is enhanced as they celebrate various festivals and special cultural days throughout the year. For example, the Royal Wedding and Easter. The setting has a good range of resources, including a wide range of toys, books, posters and musical instruments that reflect positive images of diversity. 'Circle Time', news, role play and interaction with the adults provide good opportunities for 'talk'. Story sacks provide interesting props which stimulate children's interests and enjoyment. Children enjoy listening to and joining in with stories and rhymes. They choose books to share with their parents and carers at home but other kinds of notices, labels numbers and writing in the environment is limited, especially outdoors. Adults ask open-ended questions to encourage children to use language for thinking. Children experiment with a wide range of tools and equipment both indoors and out which help them to make marks. Daily counting activities, cooking, number rhymes and games support problem-solving and numeracy. Children have access to a range of computer software to support most areas of learning. Digital cameras, video recorders, story phones,

programmable toys and remote-control cars contribute well to children's development in this area. They plant vegetables which they harvest and eat. The sensory garden and a range of good-quality sensory equipment provide good opportunities for children to explore using their senses. They learn about life cycles and are excited about their newly born rabbits. The recently acquired garden area is gradually developing but there is generally too little opportunity for children to experiment and explore outside and extend their skills and knowledge in another environment. Visitors to the setting contribute positively to children's knowledge and understanding of the world.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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