

# Hillcrest Early Years Pre-School

Inspection report for early years provision

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303238

**Inspection date**

07/12/2011

**Inspector**

Tara Street

**Setting address**

Hillcrest Drive, South Anston, SHEFFIELD, S25 5FQ

**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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*.

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## **Description of the setting**

Hillcrest Early Years Pre-School has charitable status and is owned and run by a voluntary management committee. It was registered in 1980 and operates from a mobile classroom adjacent to the local primary school in South Anston. Children have access to a secure enclosed outdoor play area. A maximum of 16 children aged two to five years may attend the setting at any one time. The setting is open Monday to Friday from 8.45am to 11.45am term time only. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 24 children on roll who are within the early years age range. Of these, four are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register.

There are three members of staff, including the manager, who work directly with the children. All staff hold a qualification at level 3 in early years. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this welcoming and inclusive setting where their individual development needs are well met. They make good progress towards the early learning goals through a varied and interesting range of activities which cover most areas of learning well. Overall policies, procedures and records are thorough, relevant and are implemented effectively to safeguard and promote children's welfare. The setting demonstrates a good capacity to improve, having implemented a number of positive changes. The management team are constantly evaluating and identifying further areas for improvement and show a good capacity to continue improving in the future.

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

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

- review procedures to ensure that records of the information used to assess staff suitability includes any health or medical issues
- extend opportunities for children to learn about the food chain and planting, growing, gathering, preparing and using different foods
- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them.

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

Staff show a good understanding of the procedure to safeguard children and know how to refer concerns to the relevant agency if required. Thorough risk assessments are conducted regularly and staff carry out safety checks at the beginning of the session to ensure that the environment is suitable. There are clear systems in place for the recruitment and vetting of all staff and adults who work with the children. However, records of the information used to assess staff suitability do not include any medical or health information. Staff work very well together as a team, and as individuals, ensuring the day runs smoothly. They are vigilant in supervising the children to ensure their safety.

The management team and staff strive to improve their practice and work hard to monitor and evaluate the quality and standards at the setting. The views of parents, carers and other early years professionals are actively gathered in order to evaluate the setting and identify priorities for improvement. As a result, the recommendations made at the last inspection have been fully addressed. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the setting. Staff organise the environment and resources effectively and they support children to become independent learners and develop confidence.

Children benefit from the warm and relaxed relationships that have been established between their parents and the setting's staff. Parents and carers are well informed regarding their children's care and are routinely involved in their child's continuous learning and development. For example, they are encouraged to share children's achievements from home on the 'I can do' tree. A story bag loan system is also available to support parents in developing their children's language development skills. The daily exchange of information, both verbally and through newsletters ensures that children's changing needs are consistently met. Managers and staff have successfully established links with other early years professionals and external agencies to support the inclusion of children with special educational needs and/or disabilities and those who speak English as an additional language. In addition, staff have worked hard to build close links with the other early years settings that children attend to ensure optimum continuity of care and learning.

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

Children are happy and settled within the warm and welcoming environment where they have many opportunities to make good progress in their all-round development. Staff engage well with the children and develop positive relationships. They praise children's achievements, which motivates them to learn and develop positive self-esteem. An effective key person system enables parents to feel confident and children to feel safe within the setting. Children are offered a wide range of toys and resources, including a good range of technology equipment to help them learn important skills for the future. Staff use questioning techniques effectively to extend children's learning, language and thinking skills. Through

gentle reminders and discussion, children are encouraged to think about safety and avoiding hazards.

Staff use their very good knowledge of the Early Years Foundation Stage to plan a range of enjoyable activities. Planning documents cover the six areas of learning well. Ongoing observations and assessments are undertaken by the staff and provide a clear insight into the children's progress and achievements. There is a good balance of adult-led and child-initiated activities. Children are relaxed, confident, behave well, are eager to participate in activities and remain actively engaged. They enjoy stories and listen avidly when books are read by staff, joining in with discussions about the different characters. They are well supported to mark make and develop early writing skills. For example, children eagerly label their own work, use alphabet cards and practise writing on the large chalk board outside. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation methods through songs and rhymes. They confidently count how many coloured cubes they have and compare which tray has the most and which has the least. All children take part in a wide range of activities which support their physical development. For example, children show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area, balance on wooden beams and explore the climbing equipment. A well-resourced role play area encourages children to use their imagination and to play cooperatively as they act out scenarios. They enjoy using kitchen equipment and dough to make pretend cookies before putting them in the microwave to cook. Children have access to natural materials and develop good small muscle skills as they play with sand and explore the texture of ice blocks and foam in the polar animal's tray. Their awareness of the wider world is extended in a number of ways. For example, through daily resources and involvement in a range of activities which look at different cultures from around the world. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality.

Children are learning about the importance of healthy foods because they enjoy a varied and healthy range of snack options. However, some opportunities for children to learn about the food chain and planting, growing, gathering, preparing and using different foods are less well developed. A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent cross-infection. Children also develop an understanding of how to keep themselves healthy as they wrap up warmly before going outside and learn to wash their hands before eating.

## 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

The quality of the provision in the Early Years Foundation Stage	2
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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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