

Hazeltots Pre-School

Bellfields Youth Centre, Hazel Avenue, Guildford, Surrey, GU1 1NS



Inspection date

15 April 2015

Previous inspection date

16 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is inspirational. Staff consistently challenge children's ideas through skilful questioning. Assessments of learning clearly highlight progress and areas for further support and development. Children are enthusiastic, motivated learners and progress significantly.
- Parents state that the service they receive is excellent. Staff involve parents to share what they know about their child. Parents and children benefit from home visits and, as a result, children's starting points are clearly identified and they settle quickly.
- Staff are highly supportive in preparing children to move to school. Staff talk to children about school, take them on school visits, and introduce school uniforms during imaginary play to support their understanding.
- Leadership from management is inspirational. Staff receive excellent opportunities to carry out further training to support their professional development. They strive for excellence and, as a result, continuously create better outcomes for children.
- Staff form strong, cooperative relationships with other professionals. This helps to ensure that gaps in development are quickly identified and minimised.
- Children have outstanding opportunities to explore highly stimulating environments, challenging their existing skills further.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's understanding of technology further to challenge learning.

Inspection activities

- The inspector toured the areas of the premises children use.
- The inspector spoke to parents to gauge their views.
- The inspector carried out a joint observation with the nominated person.
- The inspector spoke to the nominated person and staff during the inspection, to determine their knowledge.
- The inspector sampled policies and documents.

Inspector

Sara Hope

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff provide outstanding educational programmes. As a result, children make exceptional progress across all areas of learning and development, although there is scope to extend the opportunities to explore technology. Staff are highly supportive, offering consistent praise to foster children's confidence and independence. Children thoroughly enjoy taking part in activities that develop their physical and social skills indoors and outdoors, moving freely and making choices. Staff have extremely high, yet realistic expectations of what children can achieve. Their enthusiasm and passion motivates children to try new things and to be fully engaged. For example, children enjoy very imaginative play as they act out scenes in a hairdresser's shop. In addition, staff encourage children to make predictions, such as how many containers of water it will take to fill a funnel and make a twig float to the top.

The contribution of the early years provision to the well-being of children is outstanding

Staff form extremely strong relationships with children. As a result, children feel safe and secure and are confident to explore and learn. They thoroughly enjoy their time in the pre-school. Staff support children to develop their own rules to follow in the setting. They consistently reinforce these rules, contributing to children's understanding of consequences and social boundaries. Children's behaviour, as a result, is extremely positive. Children become competent at toileting and hand washing independently, while younger children are offered age-appropriate help to meet their needs. Staff promote healthy choices and lead by example, joining in with throwing and catching games in the garden.

The effectiveness of the leadership and management of the early years provision is outstanding

The nominated person, who is also the manager, is an inspirational leader. She is fully aware of her responsibilities with regards to the learning and development requirements. Staff create an environment that is safe, welcoming and highly stimulating. They have a robust knowledge of safeguarding procedures. They understand how to act on concerns about children's welfare and keep children safe. Methods used to evaluate practice and services are extremely reflective. The manager values contributions from others to identify areas for improvement that create better outcomes for children. For example, evaluation has resulted in staff carrying out home visits for new children. These are popular and, as a result, children settle quickly when they join the pre-school.

Setting details

Unique reference number	120063
Local authority	Surrey
Inspection number	825226
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	62
Name of provider	Hazeltots Pre-School Committee
Date of previous inspection	16 February 2011
Telephone number	01483 570842

Hazeltots Pre-school registered in 1977. It is located in Guildford, Surrey. It opens Monday to Friday between 9.15am and 1pm, and on Monday and Wednesdays between 1pm and 4pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four. A total of 10 members of staff are employed to work with children, nine of whom hold relevant childcare qualifications between level 2 and level 5.

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