

Hillside Pre - School (Chorleywood) Ltd

Freechurch Hall, Hillside Road, Chorleywood, RICKMANSWORTH, Hertfordshire,
WD3 5AS



Inspection date	13 May 2015
Previous inspection date	22 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The pre-school benefits from an enthusiastic and dedicated manager, and a proactive committee. Together they ensure that the Early Years Foundation Stage is fully implemented to a good standard.
- Staff have a strong knowledge of safeguarding children. They fully understand their responsibilities and, as a result, children's safety and welfare is consistently protected.
- Staff engage children in conversations throughout play and ask probing questions to extend their use of language and thinking skills. As a result, all children, including those who speak English as an additional language, develop a good understanding and good speaking skills. This prepares them well for future learning at nursery and school.
- Staff show constant love and care for the children attending the pre-school. They praise children at every opportunity and celebrate their successes, no matter how small. This raises children's self-esteem, and ensures they are confident and motivated to learn.
- Partnerships with parents are strong. Staff regularly share information with parents about how their children are progressing and give them activity ideas of how they can support children's learning at home. Parents speak very highly of the pre-school.

It is not yet outstanding because:

- Staff do not always maximise opportunities for children to practise making marks during their play.
- Staff do not always make best use of the garden to support children whose preferred learning environment is outside.

What the setting needs to do to improve further

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

- enhance opportunities for children to make marks during play, for example, by providing resources during role play, and encourage children to write their own names on their art work, so that they are able to practise their early writing skills from a young age
- extend the use of the outdoor environment and how staff promote it, so that children who learn more effectively outside are able to thrive.

Inspection activities

- The inspector observed children taking part in a range of activities and spoke with the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager and held a meeting with her.
- The inspector checked evidence of Disclosure and Barring Service checks and evidence of the suitability, qualifications and training of staff.
- The inspector looked at a range of policies, procedures, children's assessments and the nursery's self-evaluation form.
- The inspector spoke to a small sample of parents and has taken account of their views.

Inspector

Katherine Hurst

Inspection findings

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

Staff are well qualified and knowledgeable about how children learn. This means that the quality of their teaching is consistently good, and children progress well towards the early learning goals. Staff plan a wide range of activities based on children's interests. For example, children delight as they engage in the current pirate theme. They hunt for hidden treasure, make pirate hats and pretend to row their boats to shore. Staff use resources, such as books, to promote children's understanding of the world around them. For example, during a story about a kangaroo, staff talk to children about how a joey lives in its mother's pouch. They extend children's knowledge further by looking at a book about Australia with them, which contains photographs of real kangaroos. Staff encourage older and more-able children, who show interest, to write their names on their artwork. However, they do not consistently encourage all children to do this, in order to practise their early writing skills. In addition, staff do not always promote mark making throughout the pre-school, for example, during construction play or role play.

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

Children behave well because staff consistently remind them of their expectations. For example, staff model polite manners to children and talk about sharing toys with others. They encourage children to take turns using resources with their friends, which supports them to develop good social skills. Children have daily opportunities to play outside in the fresh air, which promotes their good health. They have access to some large pieces of equipment to develop their physical skills and learn to take risks in their play. Staff teach children to use tools safely, such as scissors, while encouraging them to practise using them independently. Due to the layout of the pre-school, children are unable to access the outdoor environment freely and staff take them to play outside in small groups. However, they have yet to organise this in such a way that supports the children who prefer to play and learn outside to flourish.

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

The manager supervises the quality of teaching and the activities that staff provide well. She has regular meetings with all staff to ensure that children are making good progress in their learning. In addition, the manager identifies how staff can enhance their practice, if necessary, and encourages them to complete regular training. Staff who attend training courses share their new knowledge with their colleagues at team meetings. This means that they are able to promote a good continuity of teaching throughout the pre-school, which has a positive impact on children's learning. The manager includes all staff, parents and the committee in the self-evaluation process and values their feedback and ideas for improvement. She has correctly identified the need to enhance children's learning about technology. The pre-school is currently fundraising to increase the range of resources available for children to explore. Staff have close links with the local children's centre and other settings where children attend, which promotes their continuity of learning.

Setting details

Unique reference number	EY404609
Local authority	Hertfordshire
Inspection number	850579
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	44
Name of provider	Hillside Pre - School (Chorleywood) Ltd
Date of previous inspection	22 June 2010
Telephone number	01923 284878

Hillside Pre - School (Chorleywood) Ltd was registered in 2009. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one with Early Years Teacher Status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm, with an optional lunch club operating between 12.15pm and 1.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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