

Hillside Pre-School

Air Balloon Hill Infant School, Hillside Road, Bristol, Avon, BS5 7PB



Inspection date	16 March 2015
Previous inspection date	19 January 2009

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

- Staff give children opportunities to plan what they would like to do which keeps them interested and, as a result, they are keen to learn.
- Staff are effective teachers of reading and writing skills. They skilfully use opportunities in the daily routines to promote this learning. For example, children learn to write their names and learn some letter sounds. This prepares children well for starting school.
- Staff are warm towards children and have built good relationships with parents. This helps children settle quickly and supports their emotional well-being.
- Staff observe children regularly to assess their stage of development and use this information to plan activities and experiences that interest them. The manager monitors this closely, which ensures all children make continually good progress from their starting points, including those whose home language is not English.
- Staff improve their skills through regular training and contact with other early years settings and support agencies. This enables the sharing of ideas and information. This sharing has a positive impact on improving teaching and learning.

It is not yet outstanding because:

- At times, during adult-led large group activities, some children do not become actively involved and find it harder to focus because they have to wait too long for a turn.
- Staff miss some opportunities in daily activities to plan for what individual children need to learn next.

What the setting needs to do to improve further

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

- develop the groupings of children during adult-led activities so that children are able to consistently engage in small-group activities, to encourage them to become inquisitive and active learners
- enhance the daily planning of activities during free play sessions to give individual children extended opportunities to achieve their identified next step in learning.

Inspection activities

- Leadership and management discussions took place with the manager at appropriate times during the inspection.
- The inspector observed activities and staff interactions with children in the classroom and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records, and checked the suitability of staff and committee members.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the manager.

Inspector

Dominique Bird

Inspection findings

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

The quality of teaching is good and staff know each child's stage of development. A broad variety of activities covers all aspects of learning. Children are excited at circle time as they hold the 'choosing bear' and say what they would like to play with. They discuss their interests and play that they enjoy, and staff use this information to plan something for them. However, staff miss some opportunities to incorporate what individual children need to learn next when planning future activities. This limits the amount of challenge children receive to help them make even more rapid progress. In addition, during some adult-led activities children engage less. This is because group sizes are too large and children have to wait too long for their turn, quickly losing interest. This does not maximise their learning. Children enjoyed using rolling pins and their hands to make some chapattis out of dough and had fun playing imaginatively with staff. Staff work well with other early years settings children attend to share information about their achievements. There are strong links with schools that children go on to attend and staff teach skills children will need for starting school. Good handover to schools prior to children starting meets children's individual needs effectively.

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

The learning environments are stimulating and welcoming. Staff use good hygiene and safety practices to keep children well and safe. Staff act as good role models, helping children to develop their social skills. They remind children to use good manners, modelling the language and giving gentle reminders to share, when there is a need. Resources are of high quality, accessible to children and areas are organised with care. Staff consider children's health as they promote healthy eating and regular exercise. The staff team makes the most of the enclosed outdoor space, planning a wide range of learning opportunities for children. This attracts them to playing outside and promotes healthy lifestyles.

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

The management team uses robust systems for staff recruitment and supervision to ensure suitability of staff in their roles. Staff have a strong understanding of the requirements. Staff ensure there are no hazards in the environment as they assess all risks. All staff are qualified in first aid so that they are on hand to provide treatment in the event of an accident. They have an in-depth knowledge of how to recognise and respond to concerns that a child is at risk of harm. Strong self-evaluation demonstrates leaders are committed to improving the quality of the pre-school, which ensures that all children make good progress. Parents comment that staff keep them informed about their child's learning and they are able to share information about their child's achievements at home.

Setting details

Unique reference number	106982
Local authority	Bristol City
Inspection number	835766
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	24
Number of children on roll	53
Name of provider	Hillside Pre School Committee
Date of previous inspection	19 January 2009
Telephone number	0117 9478371

Hillside Pre-School registered in 1992. It operates from a building in the grounds of Air Balloon Infant School in St George, Bristol. The pre-school opens each weekday during school term times from 9am until 12 noon and from 12.30pm until 3.30pm. There are five staff who work with the children. Of these, four hold appropriate early years qualifications at level 3 or above. The pre-school receives funding for the provision of free early years education for children aged three and four years.

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