

Hazeldene Pre-School

Footscray Baptist Church, Sidcup Hill, Sidcup, Kent, DA14 6JS



Inspection date

16 June 2015

Previous inspection date

10 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children are happy and confident as staff have a good understanding of their individual care needs. This helps staff meet children's needs well.
- Staff provide a varied range of resources and experiences. As a result, children are eager and motivated to learn and make good progress.
- The key-person approach is well established. Children have formed close relationships with their key person and other staff. This helps children to feel safe and secure.
- Staff promote children's communication and language skills well. Consequently, children are confident speakers and communicators for their ages and abilities.
- Strong partnerships with parents and other professionals ensure that all children receive continuity in their care and learning. As a result, children with special educational needs and/or disabilities receive excellent levels of support.

It is not yet outstanding because:

- Staff do not always make the most of opportunities to develop children's mathematical skills. Therefore, children do not always become familiar with numbers, shapes and sizes as they play.
- Occasionally, staff do not always fully support some children's chosen play ideas to help them consistently take part in purposeful activities.

What the setting needs to do to improve further

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

- extend children's understanding of mathematical language, particularly number, shape and size, to strengthen their learning
- enhance staff interactions with children to further support their purposeful play and learning.

Inspection activities

- The inspector observed activities in the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning, policies and procedures.
- The inspector spoke with children, staff and parents, and took account of their views.
- The inspector held a meeting with the manager.

Inspector

Nicola Jones

Inspection findings

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

Staff have a good knowledge and understanding of how children learn. They effectively observe, assess and monitor children's progress. As a result, staff quickly identify and close any gaps in children's learning and development. Staff introduce new vocabulary to children through effective group activities. For example, during a 'wonderful words' activity, children explored words that rhyme. Children label their drawings and staff support their knowledge of early literacy by sounding out letters of their names. This supports children's next stages in learning and move on to school. Staff use training well to develop their practice. For instance, they have introduced alternative communication methods to help develop children's further understanding. Staff encourage children to continue their learning at home. For example, children choose which book they wish to take home and share with their parents.

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

Staff work very hard to provide an exciting and welcoming environment. Children are happy in their play and respond positively to staff. Staff make good use of snack routines to promote children's independence. For example, children decide for themselves when they want something to eat and choose from a selection of healthy foods. Staff teach children to use knives safely while they spread their toast with toppings. Children confidently clear away their plate and cup when they have finished. This helps children learn about the importance of healthy lifestyles. Children are physically confident and move, balance and climb with increasing control. This promotes children's good health and well-being. Staff arrange visits from people in the local community, such as police officers, which supports children's understanding of the wider world.

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

The manager ensures that procedures to recruit new members of staff are robust. All adults complete appropriate background checks and the manager regularly assesses their ongoing suitability. The manager carries out staff supervision meetings to discuss areas for development. Staff have good opportunities to complete further training to support and develop their practice further. The manager and staff team work well together and share ideas to enhance practice. In addition, the manager tracks children's progress to monitor the quality of teaching and children's learning experiences. Self-evaluation includes the views of parents, staff and children to identify areas for improvement. Staff attend regular child protection training and show a secure understanding of their responsibilities to safeguard children.

Setting details

Unique reference number	EY312155
Local authority	Bexley
Inspection number	827196
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	30
Name of provider	Nicola Ann Edmonds
Date of previous inspection	10 December 2009
Telephone number	0208 3003159

Hazeldene Pre-School registered in 2005. The pre-school operates from Footscray Baptist Church Hall in Sidcup in the London Borough of Bexley. The group is open Monday to Friday from 9.15am until 12.15pm during term-time only. The pre-school supports children with special educational needs and/or disabilities and those learning English as an additional language. There are six qualified members of staff at Level 2 and 3, including the manager, who work directly with the children. The pre-school receives funding for free early years education for children aged two, three and four years old.

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