

# Hilltop Pre-School

Holy Trinity Parish Centre & Church Hall, Rectory Garth, Rayleigh, Essex, SS6 8BA



## Inspection date

11 November 2015

Previous inspection date

2 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are confident, happy and secure in the pre-school's welcoming environment. Strong bonds are formed as staff are caring and empathetic. As a result, children settle well and show high levels of well-being.
- Leaders are enthusiastic and committed to strengthening and improving practice. They successfully drive improvements forward, continually raising the standards of care and learning.
- Partnerships with parents are particularly effective. Parents are fully involved in their child's learning and speak very highly of the setting.
- Teaching is strong. Staff plan for each child's individual learning needs. As a result, children are fully absorbed in their learning and make good progress.
- Children develop good levels of independence. They learn to take responsibility for their own belongings and meet their own personal needs. This helps to prepare them for the eventual move on to school.

### It is not yet outstanding because:

- Staff do not always allow children sufficient time to formulate a response when asking them questions.
- Tracking and monitoring processes are in their infancy. The pre-school has not yet identified whether there are any variations in the progress of different groups of children, to determine whether further input is required.

## What the setting needs to do to improve further

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

- improve the quality of teaching so that staff allow children time to think and respond to questions
- develop systems for tracking and analysing the progress of different groups of children, to ensure all children make the best possible progress in all areas of learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the supervisor.
- The inspector held a meeting with the supervisor. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lynn Weeks

## Inspection findings

### Effectiveness of the leadership and management is good

The leadership of the pre-school is very strong. Leaders use their comprehensive knowledge of what children know and can do when monitoring staff's planning and analysing the progress of individual children. However, systems for tracking the progress of groups of children are not yet in place. Leaders and staff have established good links with other pre-schools and schools. This has ensured continuity of learning for children who attend more than one setting. The arrangements for safeguarding are effective. Children are extremely well safeguarded as staff fully understand how to keep children safe. The performance management and appraisal process is robust. Targets are set for staff to improve their practice and develop their teaching skills. Staff attend a good variety of training events. They are well qualified and bring a broad range of expertise to the setting. Self-evaluation is used effectively to identify strengths and weaknesses, and to bring about constant improvements to the setting.

### Quality of teaching, learning and assessment is good

Staff plan for the needs of each child particularly well by using a good mix of adult-led and child-led activities. Staff make detailed and accurate observations of children which are used effectively to extend each child's learning. Children are motivated and concentrate well. For example, during a painting activity, children are completely absorbed in the task. They showed high levels of cooperation and demonstrated well-developed fine-motor skills. The acquisition of language is highly prioritised. Older children communicate well with adults and their friends. However, staff do not always give children time to consider their answers after posing questions to them. Parents are kept well informed of their child's development and are given suggested ways to extend their learning at home.

### Personal development, behaviour and welfare are good

Children respond well to the caring staff who are highly sensitive to each child's emotional needs. Children play happily in the secure and friendly environment. Staff model good behaviour very successfully and actively encourage children to show respect and tolerance towards each other. Children are taught the importance of taking turns and sharing. Staff organise the environment well, enabling children to make independent choices about the resources they need for their play. For example, children independently select trucks and diggers to transport leaves in the garden. Children's health is well promoted as they have regular opportunities to play outside and follow sensible hygiene routines to prevent the spread of cross-infection.

### Outcomes for children are good

All children, including those that receive funded education, make consistently good progress from their starting points. Children are engaged and interested. They learn to hold pencils correctly in preparation for writing. Children learn to be independent through a range of tasks, such as preparing their own snacks and clearing away. As a result, they are well prepared for the next stage in their learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	203666
<b>Local authority</b>	Essex
<b>Inspection number</b>	865210
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Hilltop Pre-School Committee
<b>Date of previous inspection</b>	2 February 2012
<b>Telephone number</b>	07967386414

The Hilltop Pre-School was registered in 1975. The pre-school employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at levels 5, 3 and 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm each day, except Thursday which is 9.15am to 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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