

# Hillside Pre-School and Early Learning Group

Hillside Road, Verwood, Dorset, BH31 7HE



<b>Inspection date</b>	13 November 2015
Previous inspection date	11 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Leadership and management are highly effective. Leaders make sure all staff have the knowledge and skills they need to ensure the safe and smooth running of the pre-school and out of school care. All those involved are clear about their responsibilities and the safeguarding policy and procedures.
- The manager leads an enthusiastic team of highly skilled staff, all of whom are fully involved in exemplary reflective evaluation. The very strong focus on developing the skills of staff helps to bring about continuous improvements for children and has helped to maintain the very high quality of the provision.
- A high ratio of well-qualified staff work with the children. They forge very effective partnerships with parents and other professionals, which means that all children, including disabled children, those who have special educational needs and communication difficulties, receive excellent support.
- The quality of teaching across the pre-school is outstanding. Staff rigorously assess children's progress and provide an exceptional range of high-quality learning experiences for children, both indoors and outdoors. This helps children to make strides in their learning and development.
- Staff successfully promote children's welfare and emotional development. They use highly effective methods to help prepare children for the next stages in their learning and for when they move on to school. Staff are excellent role models, and help children to develop a very positive sense of themselves and the world they live in.

## 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 extend their excellent skills in using information technology further.

### Inspection activities

- The inspector observed staff and how they interact with children during play and learning activities, and viewed the play areas and resources.
- The inspector undertook a number of joint observations with the manager.
- The inspector sampled a range of documentation relating to children's development, the suitability of staff and committee, and safeguarding procedures.
- The inspector had discussions with the manager and staff. She spoke with children and parents to gain their views of the pre-school.
- The inspector discussed the pre-school's self-evaluation and how the action plan is used to bring about continuous improvement. She discussed how staff work with other early years providers, other professionals and parents.

### Inspector

Jacqueline Munden

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Safeguarding is effective. Management follows robust vetting, induction and ongoing supervision procedures. The inspirational manager has very high expectations of herself, staff and the children. She and the staff make excellent use of their qualifications, training and personal research. This has a very positive impact on the quality of interaction and the activities provided, that promote children's learning extremely well. The manager meticulously monitors children's development to ensure the educational programmes meet their developing needs. Staff work extremely closely with the schools children feed into. They foster a culture of sharing information so that teachers are well prepared and have effective measures in place to support children's specific needs.

### **Quality of teaching, learning and assessment is outstanding**

The highly stimulating and extremely well-organised environment enables children to be independent and to initiate their own ideas. Children are highly motivated and eager to explore. Children thrive and are very keen to take part in the carefully planned adult-led activities that promote their communication and language skills extremely effectively. Staff use very effective interaction and teaching methods to increase children's mathematical skills. For example, as children explored the shapes, staff challenged them to experiment and see if they could use them to make other shapes. Children concentrated hard and were delighted when they made a diamond shape using two triangles. This success inspires them to continue and to keep trying. Children use a wide range of resources to help them learn about information technology, although, they have few chances to learn how to retrieve information from computers.

### **Personal development, behaviour and welfare are outstanding**

Parents report they feel extremely well supported and value the help and guidance staff give them. Staff place a very strong emphasis on listening to children and using their views to shape the play and learning environment. For example, children take photographs of what they like most in the pre-school, and staff then review and improve the areas and activities they report not to like as much. This shows enormous respect for children and helps to support their well-being extremely well. Staff use daily routines, such as snack time, exceptionally well to teach children to be independent and responsible. Staff teach children about healthy lifestyles extremely well, such as by providing many exciting and challenging physical activities that help them develop strong muscles and physical skills.

### **Outcomes for children are outstanding**

All children make substantial and sustained progress in their learning and development in relation to their starting points. They gain a very wide range of important skills they need for their future learning. This has an extremely positive effect on outcomes for children.

## Setting details

<b>Unique reference number</b>	144286
<b>Local authority</b>	Dorset
<b>Inspection number</b>	825847
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	99
<b>Name of provider</b>	Hillside Pre-School and Early Learning Group Committee
<b>Date of previous inspection</b>	11 January 2011
<b>Telephone number</b>	01202 820679

Hillside Pre-School and Early Learning Group registered in 1992 and moved to its current premises in 2009. It operates from purpose-built mobile playrooms in the grounds of Hillside Community First School in Verwood. The provision includes a pre-school and before and after school care, all of which operate each weekday during the school term. The pre-school opens from 9am until 1pm. In the spring and summer terms, the pre-school opens from 12.30pm until 3pm as well. The pre-school is accredited to receive government funding for the provision of free early education for children aged two, three and four years. The before and after school provision operate from 7.45am until 8.35am and from 3pm until 6pm for children who attend the Hillside Community First School. There are 17 members of staff employed to work with the children, including the manager who holds an early years qualification at level 5. One member of staff holds an early years qualification at level 6, and 13 of the remaining staff hold a relevant early years qualification at level 3.

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