

# Hilltop Pre-School

WI Hall, Lebanon Gardens, Biggin Hill, Westerham, Kent, TN16 3HA



<b>Inspection date</b>	2 December 2016
Previous inspection date	26 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff welcome partnership working with the local community and outside agencies. For example, they arrange visits from vets, dentists and opticians, and invite in early years professionals to support children with additional learning needs.
- Staff give children clear explanations which help them know what will happen next. For example, staff tell them they can now choose to print their own gift wrap and then have a snack.
- Children receive ample praise from staff which encourages them to behave well and be polite. They respond well to this positivity and eagerly help, and comply with rules.
- Managers and staff accurately and regularly assess children's progress. They use this information to plan effectively for the next steps in their learning. Children make good progress.
- Children form very warm relationships with the staff which support their emotional needs well. New children, and those who are less confident, look to familiar staff for comfort and reassurance.
- Staff are competent teachers. They know when to encourage children and when to leave children to explore their own ideas.

### It is not yet outstanding because:

- Some activities are too simple for children and do not fully challenge those who are most able.
- Staff do not consistently help children to make choices about the resources they use.

## What the setting needs to do to improve further

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

- make sure adult-led activities consistently challenge all children to help extend their learning
- support children to make more choices about their play.

### Inspection activities

- The inspector observed the staff teaching children during play in the hall.
- The inspector spoke to staff, children and parents and took account of their views.
- The inspector examined a sample of policies, documents and children's records.
- The inspector discussed the setting's self-evaluation processes and plans for improvement.

### Inspector

Jill Steer

## Inspection findings

### Effectiveness of the leadership and management is good

Staff work closely together to provide consistent care and learning for children. The manager monitors staff practice to identify training needs to enhance their skills and knowledge such as how to support positive behaviour. Staff continually evaluate what they are doing and how they help children to learn. They identify areas to improve such as finding ways to encourage children to use more technology resources. The manager tracks children's progress to identify any gaps in learning. Safeguarding is effective. Staff have a good safeguarding knowledge. They know how to recognise children at risk of harm or extreme views, and how to protect them. The manager is an experienced and effective leader who understands the requirements for providing good-quality care and learning.

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

Staff understand how children learn. They know their interests and how to plan activities that extend from them. For example, staff turn the role-play area into a grotto for children to become Santa's helpers and make presents. Each day they extend the play such as by providing elf costumes for children to wear and gift parcels for them to carry and deliver. Staff model language and good speech well. For instance, they ask children questions and describe what they are doing, and support their speech with sign language. Staff also use group sessions to support children's confidence in speaking in a group. For example, they invite them to count how many children are present and name the day, month and season.

### Personal development, behaviour and welfare are good

Children show increasing levels of independence. For example, as they arrive they hang up their coats and find their name cards. They enjoy being chosen as helpers and eagerly hand out cups or biscuits at snack time. This is a sociable time when all children eat together. They are all praised for their good manners and enjoy discussions with staff such as how the naughty elf got up the wall to the clock. Staff build good partnerships with parents. They exchange information regularly about children's progress with ideas for parents to support and extend children's learning at home. Children develop their physical ability indoors and outdoors. For example, they balance on beams and kick balls, learning to enjoy a healthy lifestyle.

### Outcomes for children are good

Children are prepared well for the next stage in their learning. For example, they enjoy books and regularly share them with staff. Children use numbers and count as part of their day, for example they count how many children are present. They have many opportunities to practise mark making and writing such as during role play. Children make good progress and develop many skills that support their future learning.

## Setting details

<b>Unique reference number</b>	EY270274
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1061733
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Debbie Cresswell
<b>Registered person unique reference number</b>	RP513600
<b>Date of previous inspection</b>	26 June 2013
<b>Telephone number</b>	07941 206036

Hilltop Pre-School registered in 2004. It operates from the Women's Institute hall in Biggin Hill, Kent. The pre-school is open each weekday from 9.30am to 12.30pm during term time. There are five members of staff, four of whom hold appropriate early years qualifications. The pre-school receives funding to provide free early education for children aged three and four years.

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