

Hillside Pre-School

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



Inspection date

25 April 2017

Previous inspection date

16 March 2015

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

- Leaders establish strong relationships with the linked school, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care and learning to meet children's needs.
- Leaders support staff well to update their knowledge and improve the quality of teaching. For example, following training, staff have enhanced their understanding of how to provide enjoyable and interesting activities to support children's mathematical learning.
- Leaders and staff provide a stimulating learning environment, indoors and outdoors. Children are motivated learners and are prepared well for school. Children make good progress in their learning from their starting points.
- Children behave well and demonstrate empathy and consideration for the feelings of others. For example, staff help children to understand how to take turns, share and be kind to others through clear expectations and boundaries.

It is not yet outstanding because:

- Leaders and staff do not use their assessment systems as well as possible to precisely monitor the progress of children to target teaching and ensure any gaps in learning are closing.
- Leaders and staff are not always successful in engaging parents to share information on children's interests and learning from home to support them in their planning.

What the setting needs to do to improve further

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

- refine the tracking of children's progress to obtain a more detailed analysis of the impact of teaching and any intervention needed for different groups of children
- strengthen the partnerships with parents further to engage parents in sharing information on children's learning and interests from home.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation, observations, assessments, planning records and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about the welfare of any child. For instance, they keep their knowledge up to date through training. Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability. Staff are well qualified and supported well by leaders. For example, they have regular meetings, observe staff teaching practice and provide training to update staff's professional skills. Leaders and staff use effective systems to evaluate the quality of the provision. For example, since the last inspection, they have enhanced opportunities for children's learning during adult-led activities. Leaders use funding effectively to meet the needs of disadvantaged children well, to ensure any gaps in learning are narrowed.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They use their good understanding of children's individual achievements to provide stimulating play activities that enhance children's learning. Staff ensure the views of children are valued. For example, children are asked for their ideas on the activities and resources they would like to play with. Staff place a clear focus on supporting children's mathematical skills. For example, they engage children in interesting 'shop' play to help extend their mathematical understanding. Children use scales to weigh vegetables and toy money to pay for their shopping. Staff help children to develop good listening and understanding skills. For example, they engage children in enjoyable games in water play. Children listen carefully to instructions to find different coloured two-dimensional shapes.

Personal development, behaviour and welfare are good

Staff help children to develop a good understanding of the routines in the setting. For example, they give children warning that their playtime is going to end so they are ready to take a full and active part in tidying up their toys. Staff support children to develop high levels of confidence and self-esteem. For example, they help them to take pride in their achievements. Children develop a positive awareness of similarities and differences between themselves and other people. They celebrate a wide range of cultural festivals.

Outcomes for children are good

Children develop good skills to support them in their future learning and the move to school. They are confident, independent and eager to complete tasks for themselves. Children develop good mathematical skills. For example, they recognise shape names, count to high numbers and are eager to attempt to count backwards. Children develop good early literacy skills, such as recognising and writing their names. They enjoy stories and laugh with delight as they recognise humorous rhyming words.

Setting details

Unique reference number	106982
Local authority	Bristol City
Inspection number	1089003
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	46
Name of registered person	Hillside Pre School Committee
Registered person unique reference number	RP522107
Date of previous inspection	16 March 2015
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 midday and from 12.30pm until 3.30pm. There are five staff who work with the children. Of these, four hold relevant qualifications at level 3 and one member of staff holds a qualification at level 2. The pre-school receives funding for the provision of free early years education for children aged three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

