

# Hazeldene Pre-School

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



<b>Inspection date</b>	20 February 2018
Previous inspection date	16 June 2015

<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

- Children who have special educational needs (SEN) and/or disabilities receive very good levels of support. Staff work very well with other professionals to identify and provide all the support children need to make good progress.
- Staff place a strong focus on promoting children's literacy skills. Children listen to and learn a wide range of stories and borrow books to continue their learning at home. Children are eager to demonstrate that they recognise familiar words, such as their name. They learn that printed words can carry instructions, such as how to make a cake.
- Staff successfully support children's emotional well-being. Staff are caring, kind and attentive. Children are settled and they play happily. They develop positive relationships with staff and other children.
- The manager communicates high expectations to staff. She fosters a culture of continuous improvements for children's care and learning experiences. The manager provides good-quality support, guidance and coaching for staff. Staff are well qualified and motivated to continue to develop their professional knowledge.

### It is not yet outstanding because:

- Staff do not plan activities that consistently support children who are learning to speak English as an additional language make the best possible progress.
- Staff do not work as effectively with parents as possible, to establish and build upon children's starting points.

## What the setting needs to do to improve further

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

- enhance the planning of activities, to support children who are learning to speak English as an additional language make the best progress they can
- obtain more detailed information from parents about children's achievements, so that assessments are as accurate as possible from the start.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to the manager, staff and children at appropriate times. She looked at relevant documentation and checked the suitability of persons working on the premises.
- The inspector spoke to parents and took into account their views.

### Inspector

Christine Armstrong

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff receive ongoing safeguarding training and have a secure knowledge of child protection issues and procedures. Robust recruitment, ongoing suitability checks and effective induction and appraisal processes ensure that staff are suitable and skilled to work with children. Staff take all the necessary steps to keep the environment secure and safe for children. The manager monitors children's progress and uses this information to identify areas for improvements in teaching. Self-evaluation includes the views of other professionals, staff, children and parents to identify areas for improvement. Parents are highly complementary, particularly regarding the support for children who have SEN and/or disabilities and the progress they make.

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

Staff provide continuous learning experiences for children through a good balance of adult-led and child-initiated activities, indoors and outdoors. During the daily 'wonderful words' activity, staff introduce new vocabulary, such as 'peaceful', 'mighty' and 'suddenly'. They explore the meaning of new words with children and encourage them to think of other words that have the same meaning. Staff encourage children to notice detail in pictures and to express their ideas and thoughts about this, linked to their own experiences. Staff are enthusiastic. They show high levels of interest in what children say and do. They create play areas, such as a pretend shop and dinosaur land that inspire children to initiate their own imaginative play. Staff encourage children to explore and experiment. They capture opportunities to challenge children, to develop their interest and understanding of number, size, space and measure.

### Personal development, behaviour and welfare are good

Staff give children the support and encouragement they need to share and take turns. They help children to learn how to express their feelings appropriately and to resolve conflicts with other children. Staff help children to work together to achieve their goals, such as making constructions from bricks. Children are familiar and happy to follow the routines of the day. Staff support children to develop good levels of independence and awareness of healthy eating, particularly during snack time. Children respond well to the praise they receive for their good efforts and achievements. Children develop good physical skills. They have many opportunities to be physically active indoors and outdoors. Children learn to negotiate space, balance and jump off equipment safely.

### Outcomes for children are good

Children develop skills for their next steps in their learning and for school, when the time comes. Children who have SEN and/or disabilities make substantial progress in their development. Children are active and motivated learners who initiate their own play and follow their own interests. Children sit, listen and concentrate well. They show a growing confidence to speak in small and large groups. Children are eager to show what they know and can do, and to try to do new things.

## Setting details

<b>Unique reference number</b>	EY312155
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1092425
<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 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Nicola Ann Edmonds
<b>Registered person unique reference number</b>	RP511329
<b>Date of previous inspection</b>	16 June 2015
<b>Telephone number</b>	0208 3003159

Hazeldene Pre-School registered in 2005. The group is open from 9.15am until 12.15pm, Monday to Friday, during term time. There are eight members of staff, of whom five hold childcare qualifications at level 3 and three currently hold qualifications at level 2.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

