

Hilltop Pre-School

CUFOS Community Centre, The Avenue, LONDON N10 2QE



Inspection date	12 March 2019
Previous inspection date	19 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- This small and friendly pre-school provides a welcoming and calm environment for children to learn and play. Children have a good range of engaging resources available to them. Staff plan stimulating activities to meet their individual needs well.
- Parents speak highly of the pre-school. They describe it as a 'cosy, warm and nurturing environment'. Parents say that the manager and staff provide 'one-to-one attention'. They can see the progress their children are making and are kept up to date with their development by staff.
- Children enjoy a wide range of opportunities to use their imagination and creativity as they act out different scenarios. For example, they enjoy dressing up and play hospitals and bandage each other's fingers, or listen to heartbeats with a stethoscope.
- Children are well behaved and demonstrate kindness and care for one another. Children of all ages are eager to do things and make decisions for themselves, and staff respect this. This contributes effectively to children's emotional development.
- All children make good progress. Staff carry out thorough assessments of children's development. They discuss any concerns about children's progress with parents and implement strategies to quickly close any gaps in learning. They use the support provided by other professionals and local authority advisers effectively.
- The manager has not fully considered all ways to gather and evaluate others' views in her self-evaluation. She does not use this information to help raise the good quality of teaching even further.
- At times, staff do not give children enough time to think about the questions they ask. They do not make the best use of opportunities to help children use their problem-solving and thinking skills.

What the setting needs to do to improve further

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

- strengthen the evaluation of the pre-school and include the voices of parents and children more effectively
- focus more precisely on making the most of opportunities to extend children's problem-solving and thinking skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Anna Hindhaugh-Feldman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that her staff have a good understanding of the signs of abuse. They know how to report concerns about children's well-being. Staff complete safety checks of the environment to ensure it is free from hazards. Leaders' recruitment procedures are robust. The manager checks staff's ongoing suitability to work with children. This ensures that children's safety and welfare are promoted effectively. The manager provides staff with regular supervision, targeted action plans and opportunities for training to build on their skills. The pre-school has strong links with local schools and this enables staff to share detailed information about children's learning. This helps to promote consistency in their learning.

Quality of teaching, learning and assessment is good

Staff regularly observe children's learning and provide activities that follow their interests and needs well. Children are confident in making choices about what they want to do. For example, they enjoy making their own musical instruments out of rice and recycled materials. Staff promote children's communication and language skills well. For instance, they engage in conversations with children as they play alongside them. Staff use new words, and listen to what children have to say. Children talk about their experiences at home and are learning how to show respect for others through social conversations. Children have opportunities to learn about people who are different from themselves. For example, they learn to ask for water and milk in Spanish during snack time and learn traditions from a range of festivals.

Personal development, behaviour and welfare are good

Children clearly show a sense of well-being in the pre-school. They are confident to approach staff for comfort and reassurance. Children's behaviour is very good. They play together cooperatively and enjoy each other's company. Staff are good role models. They demonstrate respect for one another and the children. Children learn about the benefits of a healthy lifestyle. They follow good hygiene routines, enjoy healthy snacks with plenty of water and have ample opportunity to play outside. Staff are responsive to children's care needs.

Outcomes for children are good

All children make progress from their starting points and develop the skills needed for the next stage in their learning. Children are self-assured and talk enthusiastically to staff and visitors about what they are doing. They have good mathematical skills. They are able to recognise numbers and count and identify shapes and sizes. Older children enjoy looking at books and are building on their literacy skills. They recognise their own name and are beginning to write letters which have personal significance. Younger children draw pictures and attribute meaning to the marks they make.

Setting details

Unique reference number	140422
Local authority	Haringey
Inspection number	10063372
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	18
Number of children on roll	17
Name of registered person	Hilltop Pre-School N10 Committee
Registered person unique reference number	RP517509
Date of previous inspection	19 April 2016
Telephone number	02084443358

Hilltop Pre-School first opened in 1983 and re-registered at the current premises in 1997. The pre-school is run by a parent management committee and is located in Muswell Hill, in the London Borough of Haringey. The pre-school runs from 9.15am to 12.45pm on Mondays, Tuesdays and Fridays. On Wednesdays, it is open from 9.15am until 3.15pm. The pre-school is closed on Thursdays. It operates in term time only. There are three members of staff working with the children; all staff hold a relevant qualification at level 3. The provider is in receipt of funding to provide free early education for children aged three and four years old.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

