

# Hazeltots Pre-School

Bellfields Youth Centre, Hazel Avenue, Guildford, Surrey GU1 1NS



<b>Inspection date</b>	10 June 2019
Previous inspection date	15 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- The manager provides good leadership and is keen to continually improve the provision. She reflects on the views of children and parents in planning future developments and works closely with the experienced staff team to raise outcomes for children.
- Staff support children's communication and language skills well. For example, they follow children's interests and engage them in meaningful conversations.
- Staff provide a warm welcome and greet each child with enthusiasm. Children arrive at the pre-school happy and are eager to engage in play with their friends.
- Staff listen to children and take time to explain what is expected of them. They give children lots of praise for their achievements, helping to raise their confidence and emotional well-being. Children behave well and show kindness and consideration to others.
- Children form strong attachments to staff, who are caring and attentive to their needs. This helps children to develop good levels of self-esteem.
- Staff work closely with other professionals involved in the children's care and learning. The good links with other settings children attend and local schools help to build on the collaborative approach to support children's individual needs.
- Although staff receive feedback on their performance and have opportunities to attend training, the manager does not monitor staff precisely enough to identify where further support is needed to raise the quality of teaching to the highest level.
- At times, staff do not consistently support older, more able children to be fully motivated and highly challenged within their play and learning.
- Staff do not use all opportunities to encourage all parents to share ongoing information on their child's current abilities and achievements at home, to help maximise children's learning.

## What the setting needs to do to improve further

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

- enhance systems for monitoring staff performance to more precisely identify where further support and professional development is needed to raise the quality of staff teaching and practice even further
- use all opportunities to support the older, more able children to be fully motivated and highly challenged within their play and learning
- build on the positive relationships with parents even further and encourage them to share information about their child's ongoing achievements at home, to maximise children's learning.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

**Inspector**  
Jane Franks

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good knowledge of the possible signs and indicators of abuse and neglect. They know the procedures to follow if they have any concerns about a child. The manager has reviewed and adapted policies and procedures to ensure children's safety and welfare. She makes sure that the premises are safe and that staff supervise children closely. The manager monitors children's progress effectively to identify gaps in learning for individuals or groups of children. She works alongside staff to support those children that need any additional support or encouragement. For example, staff have recently integrated further learning experiences to build on the early writing skills of boys. The manager makes good use of any specific funding to help all groups of children achieve their potential. Staff attend training, such as outdoor play, which has a positive impact on outcomes for children. They work well with providers when the time comes for the children to move on to school.

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

Staff make use of information from parents to assess the level of children's skills, knowledge and understanding on entry to the pre-school. They work effectively with other agencies involved with children to provide continuity for all children, including those with special educational needs and/or disabilities (SEND). Staff complete ongoing assessments about each child's progress. Overall, they use this information well, to plan activities that follow children's interests. Children arrive confidently, separate from their parents without hesitation and swiftly make choices in their play. Staff promote children's literacy skills well. For example, children follow picture instructions and focus intently for sustained periods of time building constructions. They show good imagination and make up their own stories as they draw. Children demonstrate good creative skills. For example, they use a variety of materials to create collage pictures and enthusiastically decorate them with glitter.

### Personal development, behaviour and welfare are good

Children develop independence and enjoy doing things for themselves. For example, they wash their hands, serve their own snacks and pour their own drinks. Staff talk to children about healthy eating and encourage them to try new foods. Children learn to manoeuvre bicycles and scooters safely. They transport large blocks across the well-resourced garden, build ramps and balance well along wooden planks. This helps them to learn how to keep themselves and their friends safe. Children thoroughly enjoy the daily opportunities for fresh air and exercise, which help to promote their physical well-being highly effectively.

### Outcomes for children are good

Children are active learners and are eager to explore the environment. They develop good friendships with each other and learn to take turns, share and play cooperatively. Children learn to recognise and write their names. They join in with familiar stories and choose to look at books independently. Staff plan the transitions to school well. All children, including those with SEND, gain the key skills and attitudes to support the next stage in their learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	120063
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10104221
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Hazeltots Pre-School Committee
<b>Registered person unique reference number</b>	RP524351
<b>Date of previous inspection</b>	15 April 2015
<b>Telephone number</b>	01483 570842

Hazeltots Pre-school registered in 1977 and is located in Guildford, Surrey. The pre-school opens Monday to Friday 08:15 - 14:15 term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs nine members of staff, six of whom hold relevant qualifications at level 3 or above.

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