

# The Hall School Baby Unit



The Grange, Rickmansworth Road, NORTHWOOD, Middlesex HA6 2RB

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 26 June 2019     |
| Previous inspection date | 19 November 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 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 provider respects and values all staff. She places a strong emphasis on continuous professional development, which boosts staff morale and contributes to good teamwork. This supports the smooth running of the school.
- Staff provide a stimulating and nurturing environment indoors and outdoors, where children can thrive. The children enjoy exploring the wide range of activities and resources. They have a good sense of belonging and positive well-being.
- Parents share friendly and trusting relationships with staff. They feel that the standard of care is good and appreciate the regular information about their children's progress and learning needs. Parents are very complimentary about the school.
- Children's behaviour is good. They enjoy each other's company and show kindness and consideration to others. Children are sociable and play harmoniously as a group.
- Staff have a close and warm bond with the children. They are positive role models for children and encourage them to use kind words such as 'please' and 'thank you'. The children are happy and secure and thoroughly enjoy their time at the school.
- At times, staff miss the opportunity to encourage children to manage tasks themselves to develop their learning at the highest level.
- Staff do not make the best use of parents' knowledge of their children's abilities and interests when making their assessment of children's starting points.
- Staff do not use opportunities available to them to enhance children's understanding of healthy eating and the impact unhealthy food can have on their bodies.

## What the setting needs to do to improve further

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

- support staff further to provide opportunities for children to be challenged in their learning at the highest level
- gather more information from parents about their children's abilities and interests, to precisely assess children's starting points
- increase children's understanding of the benefits of eating healthy food and the impact unhealthy food can have on their bodies.

### Inspection activities

- The inspector undertook a tour of the school.
- The inspector observed the quality of teaching, evaluated an activity with the deputy headteacher and discussed its impact on children's learning.
- The inspector held a meeting with the headteacher and the deputy headteacher. She examined a sample of relevant documents, including staff suitability checks and children's developmental records of progress.
- The inspector interacted with children and staff at appropriate times during the inspection.
- The inspector spoke with parents and took account of their views and comments.

#### Inspector

Yemi Afolabi

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of their role in keeping children safe and reporting any allegations against staff. They are confident with the procedures to follow in case of any concerns. Staff are vigilant and carry out daily robust risk assessments of the premises to ensure that children play in a safe environment. Regular appraisals and supervisions help the headteacher to monitor staff performance and identify any training needs. Robust recruitment procedures mean that staff are checked for their suitability to work with children. The headteacher monitors children's learning effectively and therefore children make good progress. Parents are extremely positive about the high quality of care the staff provide.

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

The well-qualified staff have a good understanding of how to promote children's learning. Staff give children clear instructions during activities to help them understand what they are supposed to do and learn. For instance, toddlers are able to follow simple instructions to help them create their own interesting art and craft designs. Staff promote children's imagination and creative skills well. They encourage babies to create sounds using musical instruments. Toddlers enjoy singing and dancing to rhymes and songs. There are a wide range of opportunities for children to develop early literacy skills. Babies enjoy listening to stories and toddlers use different types of everyday words to describe objects. Staff give children praise for their achievements, helping to raise their emotional well-being and self-confidence.

### Personal development, behaviour and welfare are good

Staff are considerate and caring. They welcome children and parents as they arrive at the school. Staff treat children with respect and kindness. Children are happy to see their friends and settle into a routine. Children are supported well when the time comes for them to move to the next room within the school. Staff teach children the importance of safety. For example, children hold on to handrails as they climb down the stairs to the outdoor area. Staff are continuously nearby to monitor children's play and encourage them to fully engage in physical activities outdoors. Children enjoy making sandcastles in the sandpit and confidently climb up the slide. Children's work is put on display boards. This helps to positively promote children's self-esteem and sense of pride.

### Outcomes for children are good

Children are well prepared for their next stage in learning. They are active and eager learners who enjoy engaging with learning opportunities and practise what they already know. For example, toddlers can recognise some letters and link them to sounds. Babies are confident movers and communicators. For example, they use babbling and words to communicate what they want to do. Babies show an interest in early technology as they reach out to see how toys work. They develop a sense of responsibility as they help to tidy away toys. Toddlers and babies manage their self-care needs well. For instance, babies attempt to feed themselves and toddlers use the toilet with minimal support.

## Setting details

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|--|--|
| <b>Unique reference number</b>                   | EY381624   |
| <b>Local authority</b>                           | Hillingdon   |
| <b>Inspection number</b>                         | 10071461   |
| <b>Type of provision</b>                         | Childcare on non-domestic premises                             |
| <b>Registers</b>                                 | Early Years Register   |
| <b>Day care type</b>                             | Full day care  |
| <b>Age range of children</b>                     | 0 - 2  |
| <b>Total number of places</b>                    | 18   |
| <b>Number of children on roll</b>                | 22   |
| <b>Name of registered person</b>                 | Suzanne Margaret Goodwin and Laura Goodwin-Freeman Partnership |
| <b>Registered person unique reference number</b> | RP528494   |
| <b>Date of previous inspection</b>               | 19 November 2013   |
| <b>Telephone number</b>                          | 01923 822807   |

The Hall School Baby Unit is a privately run setting which registered in 2009. It operates within the premises of The Hall School, which is an independent school in Northwood in the London Borough of Hillingdon. Access to the premises is via steps and the Baby Unit is located on the first floor. There is a baby room and a toddler room. Children move on to the pre-school class within The Hall School, which is not included in this registration. There is access to outdoor play facilities. The setting opens each weekday from 8am to 5pm and children may attend full or part-time sessions. There are five members of staff working directly with the children. Of these, four staff hold appropriate early years qualifications at level 3 and above, and one member of staff is working towards completing her level 3 course. The headteacher has a B.Ed. Honours degree as well as the National Professional Qualification for Headship. The deputy has a BA Honours degree and holds early years professional status.

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