

Inspection of Hillside Pre - School (Chorleywood) Ltd

Freechurch Hall, Hillside Road, Chorleywood, RICKMANSWORTH, Hertfordshire
WD3 5AS

Inspection date: 16 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff are dedicated to initiating positive parent partnerships to ensure children are supported in their everyday needs. There is an effective key-person system in place that allows children to build secure relationships with trusted adults when they are away from their primary carers. Leaders and managers value the importance of staff getting to know every child well to create a strong sense of belonging and familiarity within the setting.

The welcoming and friendly staff build on children's interests and provide an environment that enables them to explore a wide variety of resources. Staff make effective use of the resources, providing learning opportunities to cover all areas of development, including imagination, messy play, construction and storytelling. There is ample outside space for children to move freely and explore the many learning opportunities on offer, such as gardening and searching for minibeasts through a magnifying glass.

Children succeed in their communication and language skills. They have an abundance of opportunities to create conversations with staff and peers. Staff ask open-ended questions that allow children time to think about their responses. Staff support children who speak English as an additional language well. For example, they involve all children in the use of communication cards, helping to create an inclusive environment.

What does the early years setting do well and what does it need to do better?

- The manager has high expectations of all staff. Staff have a deep sense of duty to care for the children. Their knowledge of their key children and their families is commendable. Staff plan experiences that successfully build on children's interests from home. Children confidently talk about activities they like to do in the setting and their friendships.
- The setting promotes a healthy eating policy. Fresh fruit is provided daily for children to enjoy, as well as milk and water. Children enjoy daily opportunities to play outside in the outdoor play area. This promotes the children's developing physical skills.
- The setting's ethos is to provide a child-centred approach to teaching, allowing children to direct their own learning through their interests and preferences. Children enjoy the freedom to choose. However, staff do not always recognise when children become disengaged or lose interest during activities. This means that some children do not make continuous progress in their development and learning.
- Staff take every opportunity to help children develop independence. They help younger children hold cups and pour their own drinks from small jugs. Older

children pour themselves a drink and hand out snacks to their friends.

- Overall, teaching is meaningful. Staff teach children in a way that enables them to remember what they have been taught. Staff actively promote children's mathematical skills. They incorporate number recognition and mathematical concepts throughout children's play. For example, staff encourage children to count pieces of fruit at snack time. Children are frequently heard counting in sequence and using mathematical language, such as 'big' or 'small', during play.
- Staff plan meaningful transitional activities to ensure children are ready for their next stage in education, especially when they move on to school. Children benefit from many activities organised with the local school to broaden their understanding and knowledge of school routines.
- Assessment procedures, including the progress check at age two, are fully embedded into practice. Staff observe children regularly and make good use of their knowledge, to focus teaching.
- Staff are positive role models and reinforce their expectations of children's behaviour very well. They use a fair and gentle approach. For example, staff talk to children about how to solve disagreements and explain about emotions. As a result, children are well behaved and follow the nursery routine well. Staff recognise and respond positively to children's efforts. This helps to boost children's confidence and self-esteem.
- Partnerships with parents are effective. Parents comment on the staff's warmth and loving approach to their children. Staff regularly invite parents to share their children's achievements from home and discuss their great moments in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of safeguarding and child protection issues. The manager keeps up to date with local and national safeguarding procedures. Staff can identify the signs and symptoms that may indicate that a child is at risk of harm. They know who to contact if they have concerns about a child's safety and welfare. They promptly refer any concerns to keep children safe from harm. The manager ensures that there are robust recruitment procedures in place and monitors the ongoing suitability of the team. Staff receive regular training to ensure that their knowledge is also kept up to date.

What does the setting need to do to improve?

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

- support staff to plan and implement activities more effectively, to ensure that all children remain focused and make continuous progress in their learning and development.

Setting details

Unique reference number	EY404609
Local authority	Hertfordshire
Inspection number	10263867
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	16
Name of registered person	Hillside Pre-School (Chorleywood) Ltd
Registered person unique reference number	RP529479
Telephone number	01923 284878
Date of previous inspection	15 May 2017

Information about this early years setting

Hillside Pre-School (Chorleywood) Ltd registered in 2009. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3, including one with a degree in early years. The pre-school opens on Monday to Thursday, from 9am to 3pm, and Friday, from 9am to 12pm, with an optional lunch club operating between 12.15pm and 1.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julia Maynard

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- During a learning walk, a discussion was held about how learning is organised and planned for the children.
- A joint observation was carried out by the inspector and the manager.
- The inspector spoke to the children throughout the inspection.
- Parents provided verbal feedback during the inspection. The inspector took account of all of their views.
- The inspector viewed documents, such as suitability checks, the safeguarding policy and first-aid certificates.

We carried out this inspection 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.

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