

Inspection of Hazeldene Pre-School

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

Inspection date: 27 January 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the setting eager and ready to learn. They are happy and content. Children find their names and quickly engage in activities. Parents work closely with staff to support children who feel upset. Children receive cuddles and support to help them settle. Although children are safe and secure in the hall and garden, managers have not reviewed risk assessments to ensure that the kitchen is as secure. Children benefit from the curriculum and are inquisitive learners. For instance, in the garden, they use scales to weigh earth and stones, exploring the concepts of 'heavy' and 'light'. Children's behaviour is good. They make good progress in their learning, including children who receive funding and children with special educational needs and/or disabilities (SEND).

Children develop an understanding of what makes them unique. For example, they learn about Lunar New Year. Children use different Chinese utensils and food in the play restaurant. They pretend to read menus and try to use chopsticks, developing their fine motor skills. They make independent choices from a selection of healthy snacks. However, at times, staff do not support children to follow good hygiene practises. For example, children use their hands to serve themselves from the same fruit and snack bowl.

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

- The ambitious manager provides a wide range of opportunities following children's interests. Staff creatively plan adult-led activities. Children particularly enjoy group sessions, such as story times. From a young age, children are confident communicators. However, staff do not give children time to respond to questions asked during adult-led activities.
- The manager works closely with staff. However, staff do not receive regular supervisions or support. The owner does not focus sharply enough on strengthening staff practice. Staff are not provided with personalised training. For instance, staff comment that they would benefit from training to develop their understanding of caring for children with SEND.
- Safer recruitment procedures are in place. However, the owner does not provide an effective induction process. As a result, the experienced staff rely on their previous knowledge and training, including for safeguarding. In addition, the owner has not supported the manager to understand her role and responsibilities.
- Staff support children to make healthy choices. Children know the routines well. They wash their hands before snack time and find their own personal place mat. Staff encourage children to develop their independence. For example, after snack they enjoy washing up their cups. Although children have water or milk at snack time, it is not available throughout the session.

- Staff do not ensure that they follow good hygiene practice and risk assessments consistently. For instance, all children share a towel in the bathroom. Staff do not consider ways to ensure that the kitchen is as safe as it can be. However, the manager has high expectations of all children. Children's behaviour is good. This helps to keep children safe.
- Children enjoy being physically active. For instance, in the garden, young children manoeuvre around on different vehicles. Older children enjoy writing with chalk and finding numbers inside the extra-large tyres. Children receive lots of positive praise as they identify numbers, colours and letters.
- Parents speak highly of the pre-school. They appreciate the tips and ideas to help support children's learning at home. For instance, parents have details about the book of the week and key words to focus on. This builds on children's communication and literacy skills.
- The manager gathers information from parents before children start. Staff use their observations and assessments to support children's learning. The manager works closely with parents and other professionals to support children with SEND and children who have gaps in their learning. All children make good progress from their starting points.
- From a young age, children concentrate and listen well. They have a good attitude towards their learning and show high levels of curiosity. Young children express their imaginative and creative ideas. For instance, children confidently use scissors and other tools at the art table.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to safeguard children. They know the signs that may indicate a child is at risk of harm. Staff understand the procedures to follow and who to contact if they have a concern about a child's welfare. Staff demonstrate an awareness of safeguarding issues, including the 'Prevent' duty and female genital mutilation. Staff are deployed well. For instance, they ensure that when children with SEND need a separate space they are supported well by a member of staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff receive effective supervisions that provide support, coaching and training	02/03/2023

ensure that induction training has been completed by all staff, including safeguarding training and understanding the safeguarding policy and procedures	02/03/2023
provide effective ongoing support to the manager and staff to ensure that they fully understand their roles and responsibilities	02/03/2023
review risk assessments to ensure that they are thorough and effective in identifying and addressing any potential risks, including in the kitchen.	02/03/2023

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

- give children more time to consider and respond to questions during activities to develop their thinking and communication skills further
- review hygiene practices to prevent the spread of infection.

Setting details

Unique reference number	EY312155
Local authority	Bexley
Inspection number	10276747
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	21
Name of registered person	Edmonds, Nicola Ann
Registered person unique reference number	RP511329
Telephone number	0208 3003159
Date of previous inspection	20 February 2018

Information about this early years setting

Hazeldene Pre-School registered in 2005. The pre-school is open from 9.15am until 12.15pm, Monday to Friday, during term time. There are five members of staff, who hold childcare qualifications at level 3. The setting provides free education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Angela Colman

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.
- A joint observation was completed. The manager discussed her aims for the activity and the impact on children's learning.
- The provider and the inspector completed a learning walk and discussed the pre-school curriculum and ethos.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The inspector viewed the indoor and outdoor learning environments.

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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