



Hillview Centre

Inspection report

Unique Reference Number 133668
LEA Harrow

Inspection number 274326
Inspection dates 15 - 16 March 2005
Reporting inspector Linda Rockey HMI

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Early Excellence Centre	School address	2 Grange Road South Harrow Middlesex HA2 0LW
School category	Maintained		
Age range of pupils	0 - 5		
Gender of pupils	Mixed	Telephone number	020 8422 4692
Number on roll	64	Fax number	020 8864 4056
Appropriate authority	The governing body	Chair of governors	Roger Needham
Date of previous inspection	N/A	Headteacher	Hilary O'Byrne Hazel Yeoman

Age group	Published	Reference no.
0 - 5	April 05	274326

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and a Child Care Inspector.

Description of the centre

Hillview Centre provides integrated care and education for children between two and five years old in the London Borough of Harrow. The centre and its partner school share responsibility for the children's nursery education. The nursery became an Early Excellence Centre in 2002. All the staff and children recently moved into the refurbished building which provides an additional range of services for children (0-12), families and the local community in partnership with other providers.

Sixty four children from a variety of ethnic and socio-economic backgrounds attended the centre at the time of the inspection. This included 55 three and four year olds. When children first start at the centre, the majority are below the levels expected for their age in their speaking, listening and personal development. About a third of the children have learning difficulties and disabilities, some of which are complex. Few of the 18 children who speak English as an additional language are at the early stages of speaking English.

The governing body was formed in September 2004. The head of the centre took over this role in January 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the centre

Hillview judges itself to be an effective Early Excellence Centre and the inspectors agree. All children achieve well, particularly in their personal, social and emotional development. By the time they start in a reception class, the majority reach the levels expected for their age. Children and parents are actively encouraged to learn together at Hillview.

The quality and standards of the Foundation Stage are good. A strong staff team with diverse skills is committed to providing a safe and inclusive place where all children can become confident, self-motivated learners. The staff build on the children's interests to give them a range of exciting experiences which effectively promotes learning. They are aware of the next steps in day-to-day learning and plan for this well. However, there is not yet a clear overview of the progress of all groups of children from when they start to when they leave the centre.

Hillview Centre provides a wide range of very effective services to support the whole family. The breakfast and after-school clubs, 'stay and play' toy library and the 'toddle in' group together with the parent support initiatives all enrich the work of the nursery. The involvement of parents and carers in the education of their children is a strength of the centre.

Leadership and management are good. The newly formed governing body has made an effective start although it is at an early stage of influencing developments. Despite a complex management arrangement, the new head of the centre and the head teacher of the partner school have established a good relationship and work together well. The centre self-evaluates thoroughly and knows what needs to be done to improve. It provides good value for money.

Grade: 2

Improvement since the last inspection

Hillview has not been inspected as a children's centre. Its partner school was inspected in November 2004. At that time, the quality of nursery provision was judged to be good and this has been maintained.

Grade: 2

Capacity to improve

Senior staff and the governing body are setting clear goals and taking the right action to further develop the centre's education and child care services. The capacity to improve is good.

Grade: 2

What the school should do to improve further

In order to improve even further the centre should:

- make better use of assessments so that staff have a clearer overview of the progress of all children during their time at Hillview Centre;
- find ways of simplifying the centre's complex management structure with the governing body and local education authority.

Achievement and standards

All children achieve well at Hillview. When the children start at the centre, the majority are below the levels expected for their age. However, by the time they leave, the majority have made good progress and reach the standards expected. This includes those children with learning difficulties and those learning to speak English as an additional language. Particularly good attention is paid to vulnerable children and those with disabilities. The inclusion of children with learning difficulties and disabilities is a strength of the centre. Learning is purposeful and children are successful in meeting well thought out, sensible targets for their learning. Children learn to listen carefully and make good gains in developing their language skills. They make good progress in their personal, social and emotional development, becoming confident and self-motivated learners.

Grade: 2

Personal development and well-being

Hillview places the children's well being and personal development at the heart of its work. The creation of a positive atmosphere helps to develop children's self-esteem. Children are keen to come every day and the majority are punctual. They quickly settle into the daily routine. Children love to play in the garden and are keen to dress themselves in waterproofs and wellingtons when working in wet conditions. They sometimes show excitement, for instance, when they discovered a worm! Children play together, share toys and are sensitive to each others needs. For example, several children involved another child, who uses a wheelchair, in their play. They took great care to keep her safe when pushing her around the centre.

Children behave well because adults are skilled at modelling the expected behaviour. They learn to manage their strong emotions and staff step in quickly to support children if there is a hint of any upsetting behaviour. The high number of adults allows opportunity for immediate discussion with children about their feelings. They are learning to talk to adults about their needs, to understand and be tolerant of the needs of others as well as learning to appreciate cultural difference.

The staff work hard to ensure that the centre is safe and secure. Children are beginning to take responsibility for their own safety in the outdoor areas and when using the bathroom. A healthy lifestyle is promoted well. Children enjoy fruit snacks and water which are available throughout the sessions. Tasty lunches are cooked in the centre using healthy fresh food. Care is taken to ensure the food provided meets individual dietary needs.

Grade: 2

Quality of provision

Teaching and learning

There are significant strengths in teaching and overall it is good. Adults know the children well; they are sensitive to their individual needs and meet them successfully using a range of specialised equipment. They support the children effectively, helping them to access creative, sensory and outdoor activities at their own level. Staff communicate with children by using their home language, Makaton signing and gesture.

Teachers make timely interventions and their questions are well thought out to develop children's knowledge and understanding. Most staff are good at extending children's vocabulary and developing their language skills. Skilled, bilingual staff alternate between speaking English and their home language to help those learning English as an additional language to increase their vocabulary.

Staff make good links between each area of the children's learning. In mathematics, for example, using the theme of 'Growth', adults successfully encouraged the children to make a number book using flower pictures. Activities are interesting and engage the children in active learning. Children are taught to observe, in detail, the world around them. This was seen where children were engrossed in making life size models of sunflowers on display in the centre. The best teaching not only engages children well but builds on their own ideas and views. For instance, children had asked for compost for their bulbs and were busy planting and watering. This was a good example of early science work.

There is an effective balance between child-initiated and adult-led activities. The daily planning of activities is based securely on the adults' observations of what the children need to do next. However, although the nursery officers are aware of what children need to learn, some lack a detailed understanding of the small steps involved. Some of their teaching could be developed further to include questions that help the children to think and explore the activities in different ways.

Grade: 2

Curriculum and other activities

The curriculum is good. A good range of work is planned giving opportunities for children to follow their own interests both in and out of doors. The outdoor area is used effectively to allow children to explore and make their own decisions. Some climb, while others play imaginative games or roll balls down a 'slide' and then work out which one has travelled the furthest. The choices children make are carefully recorded to make sure that over time, they make the most of all the different activities. The centre identified a need to review the curriculum and the work of senior staff has further strengthened the links across the areas of children's learning.

Grade: 2

Care, guidance and support

The centre provides good guidance and support. Warm, caring relationships create a positive learning environment. The key worker system means that children know who to go to if they are worried or upset. Child protection procedures provide suitable advice and are well known to the staff.

There are good support links with parents. Parents are encouraged well to help in the centre and are given clear directions before starting an activity. This enables them to contribute with confidence. Staff are also sensitive to individual parents' needs. One parent was particularly pleased to be offered '10 top tips' to help her prepare for a job interview.

Several parents expressed their appreciation of the different services provided by the centre. They mentioned, for example, the counselling service and the 'parents as first teachers' course. Close work between staff, parents and key agencies ensures that the children's specific and often unique needs are planned for and well met.

Grade: 2

Leadership and management

Leadership and management are good. The head of the centre and the headteacher of the partner school have built a good professional relationship effectively overcoming the complex leadership and management structures. Despite the disruption of recent times, they provide strong leadership for the day care of 0-3 year olds and nursery education for 3-5 year olds. Although the governing body is newly constituted, governors have already established a regular programme for visiting the centre and are supportive and enthusiastic. They have recently attended training and fulfil their statutory responsibilities satisfactorily. This is a good basis for developing their role as a critical friend.

The head of centre sets a clear direction for high standards of provision. It is clear that the centre's self-evaluation is thorough and identifies the key areas to develop. This is already having a positive impact. For example, the appointment of a full-time teacher as curriculum leader has strengthened the teaching in the centre. However, there is a need to evaluate how much progress all groups of children make over time in each area of learning.

The management of finance is astute. Effective use is made of the many different funds available to support and develop the work of the centre. Improvements to the centre are well planned and carefully costed to address the need for sustainability.

Parents have a high regard for the centre and the staff. They feel supported and genuinely consulted about their needs. Very effective links are made with other services to enable children and their parents to receive tailor-made support to meet their specific needs. This enhances the children's learning both at school and at home.

Grade: 2

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about HMI-led Ofsted inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Dear children

Thank you for letting us come and visit Hillview Centre. We thought your nursery was good.



What we liked most about Hillview Centre:

- ✓ the way you all played together and behaved so well
- ✓ you were so kind and thoughtful about the special needs of some of your friends
- ✓ your teachers work hard to make learning fun and let you discover things for yourselves ~ remember the worm?

...and watering your sunflower seeds?



- ✓ we think your head does a good job, she organises lots of activities for the grown-ups too
- ✓ all the extra help you get in the centre
- ✓ we liked the healthy lunches



We have asked the centre to

- find out how much you learn from when you start at Hillview until you leave
- ask the leaders to make it easier for the adults to run the centre.

Best wishes from your visitors



DAY CARE INSPECTION REPORT

URN 509005

INSPECTION DETAILS

Inspection Date 16/03/2005

Inspector Name Kay Rutter

SETTING DETAILS

Day Care Type Out of School Day Care
Full Day Care

Setting Name Hillview Centre

Setting Address 2 Grange Road
South Harrow
Harrow
Middlesex
HA2 OLW

REGISTERED PROVIDER DETAILS

Name London Borough of Harrow

ORGANISATION DETAILS

Name London Borough of Harrow

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Hillview Centre opened in 1978 and became an Early Excellence Centre in 2002. The Centre's partner school is Roxeth Nursery, first and middle school.

Hillview Centre operates from a single storey building in South Harrow, with an enclosed outdoor area. It is situated within walking distance of South Harrow station and bus routes.

The setting is registered to provide full day care and out of school provision for 40 children aged two to eight years. There are currently 64 children on roll for day care services. This includes 55 funded three and four year olds. There are 27 children on roll for out of school services. The setting supports children with special needs and children who speak English as an additional language.

The centre opens five days per week, all year round, closing for bank holidays and training. Children attend for a variety of sessions, with many attending every day. The centre is open from 08:00 to 18:00. Out of school sessions are from 08:00 to 08:30 and 15:30 to 17:30. Full day care places are available and early education sessions are from 08:45 to 11:30 and 12:45 to 15:15. A wide range of support services are offered. An admission criteria applies.

Twenty five staff are employed to deliver the full range of services, of these eleven full time and two part time staff work with the children in the full day care and out of school provision. Fourteen staff have relevant early years qualifications to National Vocation Qualification (NVQ) level 2 or 3. One member of staff is working towards a relevant early years qualification. The head of centre and deputy managers are supernumerary.

The setting receives support from the Early Years Childcare and Parenting Services (EYCPS) advisory teacher and key health and education agencies.

How good is the Day Care?

Hillview Centre provides good quality care for children.

Staff are suitably qualified and experienced, they have regular access to training to ensure their skills and knowledge remain current. The head of centre and staff have clear responsibilities and are well deployed, enabling them to offer ample support and attention to children. Good communication systems are in place and the staff work well as a team. A comprehensive range of written policies, procedures and records are in place to meet regulatory requirements.

Positive steps have been taken to safeguard children and promote their wellbeing; there are good safety and security measures in place, personal hygiene is promoted well and behaviour is managed using positive strategies. Staff have a sound and detailed knowledge of child protection indicators, recording and reporting procedures. Children enjoy a healthy and nutritious diet of fresh foods, which meets individual dietary requirements.

Adults and children develop warm, caring relationships based on respect. This creates a positive learning environment, where children are widely praised and develop good self-esteem. Children enjoy a varied range of stimulating activities and experiences, promoting good development in all areas. Good independent access to equipment and the outdoor area enables children to make active choices about what they play with. Good knowledge of children, coupled with close work with parents and key agencies ensures children's specific needs are met and promotes an inclusive environment.

Partnership with parents is good. Staff provide a warm welcome and keep parents informed about children's progress and development. Written information about the setting, services and the curriculum is accessible. Parents make good use of a wide range of services to meet their individual and family needs and promote learning at home.

What has improved since the last inspection?

The action set at the previous inspection has been met. Documentary evidence, previously held centrally by the London Borough of Harrow, is now available for inspection on site to demonstrate that appropriate checks are carried out on staff to verify their suitability to work with children and appropriate vehicle insurance is in place.

The provider continues to meet the Children Act 1989 part XA and schedule 9A, the associated regulations and the requirements of the National Standards for full day care.

What is being done well?

- Staff are knowledgeable about the comprehensive range of written policies and procedures which are in place and follow them in practice. This ensures the efficient and safe running of the centre, promotes the welfare of children and keeps parents informed about the setting.
- The registered premises provide a safe and secure environment, access to the setting is closely monitored. Staff are very vigilant about safety, they monitor the environment constantly, take appropriate action if risks are identified and encourage children to develop an understanding of safety, particularly in the outdoor area and bathroom.
- Children have good opportunities to make decisions and choices about what they play with. They select activities independently and work alone or as part of a small group with adult support. Children are free to explore the indoor and outdoor environments. They are occupied and interested by the wide range of activities available to them and have sufficient scope to explore their own ideas, with good encouragement from adults.
- A healthy and nutritious menu is offered to children. Meals are prepared on site and children enjoy a wide range of fresh foods. Mealtimes are relaxed and unhurried. Staff encourage children to use cutlery and develop independence at their own pace, offering support and assistance as necessary.
- Good behaviour is valued and encouraged. Adults encourage children to learn how to work co-operatively, share and take turns. Listening skills and respect for others are promoted. Early intervention and positive techniques are used to help children manage strong emotions and minimise undesirable behaviour.

An aspect of outstanding practice:

Adults have a particularly good knowledge of the children as individuals, which is used to good effect. Close work between staff, parents and key agencies ensures that children's specific and often unique needs are planned for and well met. A range of specialised equipment is employed by staff to successfully support children as they access creative, sensory and outdoor activities in their own way. Staff work hard to create an inclusive environment where everyone is valued and respected. Adults pay ample attention to children and are particularly sensitive to their personal, social and emotional needs. Adults and children form warm and caring relationships, engage in respectful dialogue using various forms of communication including language,

Makaton signs and gesture. Adults act as positive role-models, children are beginning to mirror the respect and kindness shown by adults in the relationships they develop with their peers. Children receive lots of praise and encouragement which fosters good self-esteem. Children appear confident, secure and happy in the centre.

What needs to be improved?

- the completion of accident and administration of medication records, as not all entries are acknowledged by a parental signature.

Previous Complaints

(This section applies only to inspections carried out from 1 November 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later).

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure a parental signature is obtained to acknowledge each entry in the accident and administration of medication records.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14: DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.