

Hazeldene Heights Pre-School



Putnoe Heights Methodist Church, Putnoe Heights, Bedford, Bedfordshire, MK41 8EB

Inspection date 26 January 2015
Previous inspection date 29 April 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff use exemplary teaching techniques. They offer children an excellent variety of meaningful learning experiences. Children are animated and enthusiastic, displaying a real desire to explore, experiment and learn. Therefore, they are exceptionally well prepared for school and future learning.
- Highly-skilled staff consider the support they provide. As a result, all children, including those who speak English as an additional language and those who have special educational needs and/or disabilities, make rapid progress in their learning.
- The manager's exemplary monitoring procedures mean that she fully understands the progress made by every child. She meticulously assesses the monitoring information and works with staff to plan activities that are highly pertinent to each child and so support them in making excellent progress.
- Excellent partnerships between parents and staff ensure that parents are always very well informed of their children's progress and are supported in extending their children's learning. For example, they borrow books and resources from the pre-school.
- Staff pay meticulous attention to understanding each child, ensuring that their needs are met, their welfare promoted and their care is of the highest standard. As a result, children are exceptionally secure and confident and have strong attachments with staff.
- The manager provides excellent support to staff in extending their qualifications and developing their practice. As a result, children experience high quality interactions in an environment where all are positive about developing their own learning.
- Staff naturally engage children in daily discussions about healthy eating and the positive benefits of fresh air and exercise. They support children very well so that they become independent in following good hygiene practices. Consequently, children build an excellent understanding of healthy lifestyles.

What the setting needs to do to improve further

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

- enhance the already very good resources that help to promote children's understanding of diversity.

Inspection activities

- The inspector observed activities in all rooms and the outside area.
- The inspector held meetings with the two deputy managers and the manager of the provision, who is also the nominated person. She talked with children and staff at appropriate times throughout the inspection.
- The inspector carried out joint observations with the manager and one of the deputy managers.
- The inspector looked at children's assessment records and planning documentation. She checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation information and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff use exemplary teaching techniques and have an excellent knowledge of how children learn. They plan all activities exceptionally well so that these engage and excite children. For example, during story time all children have props and pictures. They are totally engrossed, listen intently and join in as they place these on the board at the appropriate time. They then realise that this means they can tell the story again and do this with great enthusiasm and partnership working. Children have very good opportunities to build a meaningful understanding of diversity. For example, they look at homes around the world and talk about the differences. Their understanding of this area is not promoted to the absolute maximum as an extended range of supporting resources is not always available at all times. Staff skilfully note children's individual preferred learning styles and build on these. They note children who like to transport objects around and offer them numerous creative containers and receptacles. They extend this play, for example, by sorting recycling materials and introducing associated computer programmes.

The contribution of the early years provision to the well-being of children is outstanding

Staff pay meticulous attention to meeting children's physical and emotional needs. They carry out home visits, using exemplary procedures to record children's information and interests. This information is actively used when children start so that they quickly settle and every opportunity is utilised to promote their learning. Staff are skilled in their interactions with children. They show them that they are there to help and simultaneously encourage their independence. As a result, children are exceptionally secure and confident; they eagerly explore the environment as they embark on the first stages of their learning outside the home. Staff offer children highly pertinent support in understanding how to make friendships and work together. They play alongside the children and sensitively show each of them how to share, take turns and consider the needs of others. Staff provide an exceptionally safe environment where they support children in learning to assess risks as they play.

The effectiveness of the leadership and management of the early years provision is outstanding

The manager and staff have an excellent knowledge of the Early Years Foundation Stage and share a positive commitment to providing the best childcare they possibly can. They listen carefully to what each child and parent tells them. They feed these views into their comprehensive self-evaluation, enabling them to accurately identify further improvements. The manager's excellent monitoring of staff performance means that daily practice is of a high standard. Her precise procedures for checking children's assessments and the activity planning mean that any potential gaps in learning are swiftly recognised. For example, the pre-school now offers children enhanced activities and resources that improve their understanding of mathematics, meaning that this area is now much stronger. Excellent partnership working with other childcare providers means that children's care is consistent and all work together to promote their development to the optimum.

Setting details

Unique reference number	219093
Local authority	Bedford Borough
Inspection number	864201
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	68
Name of provider	The Parochial Church Council Committee
Date of previous inspection	29 April 2009
Telephone number	01234 326685

Hazeldene Heights Pre-school opened over 30 years ago and has been registered since 1992. It is managed by the Church Council of Putnoe Heights Church and is situated within a church building in Bedford. It employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, and 10 hold qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 12 noon and from 12.45pm to 3.45pm, with the option of a lunch club between these sessions. A breakfast club runs from 8.30am to 9am and there is an after school club from 3.45pm to 5pm when required. The pre-school provides funded early education for two-, three- and four-year-old children.

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