

Hillside Playcare Centre

Hall Road, Southminster, Essex, CM0 7EH



Inspection date

28 May 2015

Previous inspection date

19 August 2009

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

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Children engage in an interesting range of play opportunities, which enables them to learn and explore at their own pace. Practitioners plan for individual children's learning, using their knowledge of the children's interests.
- Children's early experiences of the playcare centre life, are well managed by the children's individual key person and their parents. As a result, children settle quickly into the provision's routines and begin forming close and caring relationships with the adults around them.
- Children are effectively protected from harm. Management and practitioners regularly update their safeguarding knowledge through appropriate training. The effective use of risk assessments ensures that children remain safe and secure within the provision and on walks and outings.
- Parents are encouraged to play an active role in their children's learning. They hold regular discussions with their children's individual key person to review their progress and to help to identify their next steps in learning. Partnerships with other early years settings, which children attend, are strong.

It is not yet outstanding because:

- Practitioners do not consistently maximise or make best use of resources, the environment or new learning approaches for more able children. As a result, some opportunities to fully challenge children who are achieving above their expected development levels, are missed.
- Children are not provided with the equipment or opportunities to build or construct their ideas and to create spaces where they can communicate and share thinking. As a result, areas and resources for children to create dens and cosy spaces are not used effectively.

What the setting needs to do to improve further

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

- explore ways of further challenging more able children, for example, by involving them in planning to make best use of the resources and environment
- extend children's imaginative nature by providing them with spaces and resources to create dens and cosy places, to enhance their communication skills or to use as quiet areas.

Inspection activities

- The inspector observed activities in each of the playrooms and gardens.
- The inspector held discussions with the registered provider, the manager, the deputy, the special educational needs coordinator, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at a range of records including children's details, information on practitioners, accident and medication records, written procedures and a selection of other relevant documentation.
- The inspector looked at evidence to show that adults working with children have been appropriately vetted and saw copies of practitioner's training qualifications and certificates.
- The inspector held a joint observation with the manager to review and discuss the quality of teaching.
- The inspector took account of the views of parents spoken to at the time of the inspection and through written comments in children's development records.

Inspector

Lynn Hughes

Inspection findings

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

Children enjoy their time at the playcare centre. They enthusiastically engage in both planned and freely chosen play. Key persons tailor activities to meet individual children's developmental needs. However, there are opportunities missed to further challenge more able children, for example, by exploring new teaching strategies or enabling children be involved in planning and using resources in different ways. Children also have few spaces that they can use to sit quietly or communicate, such as dens and cosy areas. Children's language development is, however, effectively promoted through the use of a wide range of teaching aids. Many of the resources are created by the playcare centre's special educational needs coordinator. Key persons recognise the importance of preparing children for their next stages in learning and for school. They help them to become independent young people and provide resources for them to practise pencil control, sitting quietly and developing self-care skills.

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

Children enter the playcare centre confidently and quickly become engaged in purposeful freely chosen play and planned activities. They move around the rooms with ease, accessing learning outdoors for the majority of the day. Practitioners are skilful in helping children to form secure emotional attachments and understand their role as key persons. As a result, children make good progress in the personal, social and emotional development. Children understand how to behave well, as they are skilfully supported by practitioners. For example, practitioners gently remind children to be kind and caring towards each other. Children develop knowledge of keeping themselves healthy as they follow practitioners' clear guidance. For example, they understand the importance of handwashing, when they return from playing outside or before they eat. Children's physical well-being is enthusiastically promoted through the use of physical play equipment and the use of natural resources, such as logs, to walk along.

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

The playcare centre has a secure management structure, which consists of the registered provider, the manager and two deputies who share this role. The well-qualified team have evolved over the past five years and now work effectively together, with specific and defined roles. The manager and deputies effectively monitor planning and assessment across the playcare centre. This provides them with an overview of every child's learning needs and helps to identify areas of learning which are strong and those which need further attention. Managers are reflective and constantly review and evaluate all aspects of the provision. A comprehensive action plan enables management to review their progress and identify further improvements. A targeted programme of professional development and accurate supervision ensures practitioners are well supported in their role. Training courses are sought to improve practitioner's knowledge and new found training is cascaded across the team.

Setting details

Unique reference number	EY219751
Local authority	Essex
Inspection number	869786
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	103
Name of provider	Lesley Jeanne Talbot
Date of previous inspection	19 August 2009
Telephone number	01621 774422

Hillside Playcare Centre was registered in 1982. The playcare centre employs 28 members of childcare staff. Of these, 22 hold appropriate early years qualifications at levels 2, 3 and 4, and one member of staff holds a level 6 in early years. The manager holds Qualified Teacher Status. The playcare centre opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The playcare centre provides funded early education for two-, three- and four-year-old children.

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