

Hollywood Pre-school Daycare

Inspection report for early years provision

Unique Reference Number	EY357310
Inspection date	17 April 2008
Inspector	Lisa Jeffries
Setting Address	Hollywood Primary School, Pickenham Road, BIRMINGHAM, B14 4TG
Telephone number	0121 675 4528
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Registered person	Grendon & Billesley Nursery & Family Centre Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Hollywood Pre-school Daycare was registered in 2007 and is run by the committee of Grendon and Billesley Nursery and Family Centre Limited. It operates from purpose built premises situated within Hollywood Primary School. A maximum of 24 children may attend the nursery at any one time. Children attend for a variety of sessions. There are currently 24 children on roll, all of whom receive funding for nursery education.

Five practitioners are employed including the manager. The setting has procedures in place to support children with learning difficulties and disabilities, and children who speak English as an additional language. The setting opens five days a week all year round. Sessions are from 07:30 until 18:30. The setting is in receipt of nursery education funding and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is very well promoted through thorough health and hygiene procedures. Positive steps are taken to prevent the spread of infection and effective cleaning routines and daily rotas ensure that a high level of hygiene is maintained at all times. Children's individual needs are consistently met in line with parental preferences. Good toilet and hand-washing facilities encourage children to move towards independence. The setting recognises that children's health is an integral part of their general well-being.

Children actively learn about aspects of a healthy lifestyle and make healthy choices. They voluntarily access drinks throughout the session to ensure they are well hydrated and they choose which vegetables they would like to eat. As a result, children maintain a healthy interest in their bodies, their own well-being and food preferences. Meals are wholesome, balanced and nutritious. Specific dietary requirements are fully met and the setting follows the school's positive approach to healthy eating.

Children receive effective care if they become ill or have an accident. All relevant information is acquired at registration and health and medication records are consistently maintained. To support this, first aid kits are fully stocked and easily accessible and practitioners have gained written permission from parents to seek emergency medical treatment or advice. The setting implements an effective exclusion policy regarding sick children and works collaboratively with external professionals to support children with specific conditions.

Children's physical play experiences are actively promoted. They enjoy daily access to the outdoor area where they actively extend their skills using ride-on toys, balls, hoops and nets. Large play apparatus including climbing frames and slides encourages children to develop coordination and balance. Indoors, children respond enthusiastically to music and movement sessions. They practise climbing, balancing and jumping and show a highly developed sense of personal space. Children strongly benefit from plenty of fresh air and exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in well-designed premises which accommodate them comfortably and fully support their care, learning and play. Indoor and outdoor spaces are organised effectively and children learn, explore and develop safely with close adult supervision. The environment fully supports children's choices to be active or to rest. Although the visitors book is used, departure times are not consistently recorded. As a result, practitioners may not always be aware of who is on the premises at any one time.

Practitioners are attentive and show commitment to minimising risks. For example, frequent visual assessments are conducted to ensure children are protected. The indoor environment provides a safe, secure and challenging space for children. Outdoors, children have the freedom to explore, use their senses and offers first-hand contact with the natural world. Throughout the setting, all equipment is highly suitable and safe for children to use. Displays at child level help children to feel included.

Children are learning to take responsibility for their own safety and show an awareness of themselves and others. Practitioners use outings as a valuable opportunity to teach children

about road safety. The emergency evacuation procedure is rehearsed sensitively and children know to leave the premises sensibly and quickly in the event of a fire. Access to the provision is fully controlled and vigilantly monitored and there are effective systems for the arrival and collection of children.

Practitioners have strong knowledge and understanding of their roles and responsibilities in relation to child protection. They are highly knowledgeable about the children in their care and very intuitive of their needs. Children are fully safeguarded as practitioners are well aware of local procedures. Reference guides and relevant contact numbers are kept close to hand and there is a designated practitioner responsible for safeguarding children. Best practice regarding child protection is consistently followed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and demonstrate a strong sense of belonging within a bright and cheerful environment. They benefit from the practitioners' caring attitudes and enthusiasm for providing high quality learning experiences. A key worker system is used effectively to gain information about children's personal routines, needs and preferences and provides a continuity of care that ensures children feel secure and nurtured. Children enjoy taking on responsibility for tasks within the daily routine which help to develop their confidence and independence such as during meal times or when it is time to tidy up.

Nursery Education

The quality of teaching and learning is good. Practitioners have a strong knowledge of the Foundation Stage and how children learn. Overall responsibility for nursery education has been appropriately designated and plans show successful coverage of all areas of learning. Careful consideration is given to ensure that activities are extended to provide challenge for older or more able children or adapted to provide sufficient support for younger or less able children. Children's starting points are established on entry to the setting and practitioners build on children's existing skills. Developmental profiles are maintained to document children's individual progress towards the early learning goals.

The planning of activities is flexible and reflects children's wide-ranging interests. Children lead their own learning and the environment is gently controlled by practitioners. Children benefit from first-hand experiences and they remain involved in activities for sustained periods of time. Practitioners acknowledge that children learn in different ways and at different rates. Although children are usually engaged, the pace of some sessions does not always stimulate children. As a result, children occasionally become disinterested. However, practitioners use encouraging, friendly and lively approaches to support children and improve their motivation.

Behaviour is managed well. For example, positive behaviour is praised and practitioners use consistent strategies. Children are given time to complete activities and they respond positively to boundaries. Children demonstrate a sense of responsibility as they tidy away their toys and use good manners. Accommodation, time and resources are used well to support children's learning. Children access resources independently and explore and learn in secure and safe indoor and outdoor spaces.

Children's personal, social and emotional development is fostered. Children develop self-care skills such as dressing, using the toilet facilities independently and washing their hands. They

demonstrate positive self-images and talk freely about their home and community. Steady friendships are formed and children develop close relationships with practitioners. Practitioners act as positive role models and children are encouraged to value their own identity. This promotes a culture of equality of opportunity.

All areas of learning are interconnected through pre-school themes and a wide range of activities are implemented to promote children's development. Practitioners recognise that all areas of learning are equally important and interconnected. Children develop warm, trusting relationships with knowledgeable adults which fully supports their learning. They respond positively to challenges and are confident to try new things.

Children have access to a wide range of books and they regularly visit the school library to extend their collection. Practitioners initiate discussions about stories, encouraging children to anticipate what comes next and allowing them to share their thoughts and feelings. Children have lots of opportunities to communicate and practitioners dedicate time to talk to them and listen. An abundance of text around the room helps children to understand that print carries meaning and children are becoming skilled at writing their own names. Everyday objects are clearly labelled and language is successfully linked with physical movement in action songs and rhymes and role play.

Children's mathematical development is endorsed through real-life situations such as counting the plates at snack time and exploring shapes through everyday activities. Singing and number rhymes are incorporated into the planning to encourage children's number recognition. Children play board games which helps them to count along and take turns and they enjoy using construction toys. Cooking activities give children the opportunity to recognise numbers on the weighing scales and they learn about quantity and measure. Mathematical terms are used widely during play and daily routines.

Children take pleasure in gardening which fosters their interest in the world around them. Children enjoy visiting the pond on the school grounds and occasionally practitioners plan trips further afield. Water and sand play helps children to discover early concepts of science and make connections. Children are fascinated with the pre-school fish and help to care for them which encourages their awareness of living things and sense of responsibility. Members of the community are regularly invited in to the setting to share their expertise. For example, children enjoy visits from the fire service. The pre-school computer and interactive whiteboard are used as valuable learning tools.

Messy activities are popular with the children and they access a variety of media to express their ideas. Children develop hand-eye coordination as they make collages, and junk modelling encourages their self-expression. Utensils are used skilfully to mould and shape dough or clay. Children develop their imaginations in the role play area, making sense of the world and reflecting their own personal experiences through play. They have lots of opportunities to enhance their social skills and explore feelings. Children confidently introduce narrative as they play with small world toys. Children are provided with lots of developmentally-appropriate learning opportunities to promote their skills in all areas.

Helping children make a positive contribution

The provision is outstanding.

Children are unquestionably valued as individuals and demonstrate an extraordinary sense of belonging. They behave exceptionally well and benefit from the staff's consistent and clear

approach to managing behaviour. Children consider others and know what is expected of them. They are familiar with rules and enjoy the security of well-established routines. Practitioners manage behaviour sensitively, taking into account individual children's levels of understanding and maturity. Children's spiritual, moral, social and cultural development is fostered.

An extensive range of resources and activities promote positive images of diversity. Through discussions, observations and celebration of festivals, children develop a comprehensive awareness of the wider world and the diversity of adults and children. The setting actively promotes bilingualism as a strength and implements wide use of alternative and augmentative communication such as signs and symbols. Practitioners demonstrate a highly positive approach to caring for children with learning difficulties and/or disabilities and are unmistakably dedicated to providing an all-inclusive environment.

Partnership with parents and carers is outstanding. Parents receive extremely high quality information about the setting at registration and considerable information relating to the Foundation Stage. Parents have excellent opportunities to share in their child's progress through displays, newsletters and formal meetings. There is a constant flow of informal information at arrival and collection times to ensure that contact between home and pre-school is successfully sustained. Comments from parents demonstrate that they feel significantly involved in their child's development and highly regard the optimum continuity of care they receive.

Organisation

The organisation is good.

Children's care is well supported because practitioners are qualified and experienced and prioritise the well-being of all children. The key worker system is effective and the organisation and deployment of practitioners means that children gain close attention and form strong bonds with the adults who care for them. Efficient employment and staff checking procedures ensure that children are fully protected. Space is used creatively to enable children to move and play in safety and experience a wide range of different activities. Children are happy, safe and comfortable.

All practitioners have a clear understanding of their roles and responsibilities. Appraisal systems are linked to training plans and this helps practitioners to identify their own professional development and further enhances the quality of care and education offered. Regular staff meetings ensure the smooth running of the setting and encourage practitioners to share a common goal. The good level of clear documentation, policies and records ensure children's health, safety and well-being are always carefully considered. The cohesive Operational Plan is successfully and consistently implemented in practice.

Leadership and management is good. Practitioners work as an effective team and are good role models. The manager is able to identify strengths and weaknesses and takes appropriate action to improve and develop. She works successfully with all practitioners to promote good practice and team meetings are used as the basis for future plans and reflective practice. Practitioners have secure knowledge of the Foundation Stage and the expertise to inspire children to learn. The manager is forward thinking, highly motivated and passionate about her role. She is committed to ongoing improvement and is confident in her vision for the service she provides.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the visitors book is used to consistently record departure times

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop routines to ensure that children are continually engaged and motivated.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk