

# Holly Hill Pre-School

Inspection report for early years provision

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**Unique reference number**

EY306963

**Inspection date**

13/10/2008

**Inspector**

Judith Reed

**Setting address**

The Parish Rooms, 217 Barnes Lane, Sarisbury Green,  
Southampton, Hampshire, SO31 7BH

**Telephone number**

01489 577572

**Email**

**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Holly Hill Pre-school opened in 2005 and operates from three rooms in the Parish Rooms at Sarisbury Green, near Southampton. It is privately owned and managed.

A maximum of 48 children may attend the pre-school at any one time. The children are divided into two groups with up to 26 children in one room. The pre-school is open each weekday from 09:15 until 12:15 term time only. Children have access to an enclosed courtyard area.

There are currently 30 children from two years to under five years on roll. Of these 27 children receive funding for nursery education. The pre-school serves the Sarisbury Green and Fareham area.

The pre-school is able to support children with special needs, and those who speak English as an additional language.

The pre-school employs six members of staff. All members of staff have relevant qualifications for their roles.

The pre-school is registered under the Early Years Register.

## **Overall effectiveness of the early years provision**

Children are treated as individuals and their personal needs are met. All staff members are aware of each child's individual needs as information is shared during staff meetings. Key workers plan the next steps for children's individual development. An inclusive environment is provided where suitable toys and equipment are available to the children. The pre-school manager recognises the need for improvements in the daily timetable, however these have not been put in place and children's free choice is limited. The registration system is duplicated and does not include the required information regarding hours of attendance.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- further develop children's free choice of activities throughout the session
- ensure all staff are familiar with the safeguarding policy and procedures

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of children's hours of attendance  
(Welfare Requirement 5 Documentation)

01/11/2008

## **The leadership and management of the early years provision**

Self evaluation is currently carried out with the advisor from the local authority. Changes are identified concerning the limited time allowed for free play, however, changes in the daily timetable have not been made. The method of planning has been improved and includes children's planned next steps for development. Clear records of individual children's development are in place and staff make frequent, incidental, observations to add to these records. Parents find these record books very useful and an excellent record of their child's development. They look at the folders regularly and feel staff are very skilled at observing their children. Staff also give parents brief daily feedback about their children when they are collected. Children benefit as parents are welcomed into the pre-school and feel comfortable. They often help out with visits to the local Green or in sessions. Parents receive useful information when their children commence at pre-school, through the notice board and at the regular coffee mornings. Pre-school staff meet regularly with other pre-schools and the local school to share good practice.

Children are safeguarded as a suitable policy is in place and posters regarding safeguarding are displayed, however, not all staff are fully confident about the procedures.

## **The quality and standards of the early years provision**

Children are enthusiastic in their play and most join in all the activities. They are familiar with the routine of the setting and move around the facilities as directed by staff. The daily routine includes some free play, registration time, snack, physical play activities, singing, story time and outside play. Children line up to move into other rooms for the different activities.

Children's health and safety are a priority and the staff are vigilant about most safety issues. They ensure the main entrance door is carefully locked and alarmed after the children have arrived. A member of staff ticks the registration sheet to show that children are present. Later in the morning children gather for registration time and another book is marked to indicate who is present. No times of arrival or departure are noted and therefore the hours of attendance in pre-school are not clear. When children are late being collected, the time they leave the premises is not recorded and children are not fully safeguarded.

Children experience a variety of activities during their limited free play time. They enjoy using leaves to create paintings, and rolling out the play dough and making patterns with a knife or a fork. Children confidently use the computer. They competently move the mouse to operate the programme and also ask for help when required. Children wear aprons when playing in the water tray. They know that only four children may play at the tray at any time. Children happily fill jugs with water from a plastic bottle and they use nets to fish out items from the water. Children talk enthusiastically to a member of staff about the sharks, dolphins, and a penguin which they find in the water. Children bring in leaves they have collected which link into the Autumn theme. They are helped to observe the different textures on each

side of the leaf. Children are encouraged to paint the textured side of the leaf and print the pattern onto their paper. They notice the patterns in their pictures and learn about the veins within the leaf.

All the children are involved in tidying away the toys before having their snack. They line up in boy's and girl's groups and each group counts the others in both English and French. Children behave well and receive verbal praise and encouragement from the staff. They are also rewarded with stickers stating how they have helped in the pre-school today. Children move into another room for singing and music activities. They are familiar with a number of songs and enjoy joining in the actions. Later children move to another room for story time.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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