

# Holly Hill Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY372738
<b>Inspection date</b>	01/12/2008
<b>Inspector</b>	Rachel Wyatt
<b>Setting address</b>	St Christopher's Church Centre, New Street, Rubery, Rednal, BIRMINGHAM, B45 0EU
<b>Telephone number</b>	0121 683 1858
<b>Email</b>	
<b>Type of setting</b>	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 is one of eight childcare settings run by the Longbridge Childcare Strategy Group. It opened in 1980 and was re-registered in 2008 under new ownership. It operates from two rooms in St Christopher's Church Centre which is attached to Holly Hill Church Primary School. It is situated in Frankley, in a suburb of Birmingham. There is a ramp access to the premises.

The setting is registered by Ofsted on the Early Years Register. A maximum of 22 children may attend the pre-school at any one time and there are currently 12 children on roll. The pre-school is open three days a week from 09:15 to 11:45 during term time only. All children have access to an enclosed outdoor play area. Children also use the adjacent Children's Centre playground and the school's hall. The children regularly attend story time at the on-site library.

Children come from the local area. The setting has procedures to support children with learning difficulties and/or disabilities and also has strategies to support children who speak English as an additional language.

The pre-school employs three members of staff who all hold appropriate early years qualifications. The pre-school has the support of the local authority. The setting works closely with a sister setting Alphabets @ Frankley Plus Nursery at the adjacent Children's Centre.

## Overall effectiveness of the early years provision

Children are not safeguarded because adult to child ratios are not consistently met at every session. The setting lacks a system for monitoring and evaluating its effectiveness so that priorities for improvement are not clearly identified, promptly addressed or reviewed. This impacts on staff's confidence to fully implement aspects of the Early Years Foundation Stage. However, in their practice they work well as a team. They create nurturing environment where families feel welcomed and children are valued, happy and settled.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- meet the requirements for adult to child ratios at all times (Staffing arrangements) 10/12/2008
- develop a robust system for monitoring the overall effectiveness of the provision (Organisation). 14/01/2009

To improve the early years provision the registered person should:

- improve the organisation and management of whole group times to enable children to listen with enjoyment, and respond to stories, poems and rhymes
- give children more opportunities to solve problems in practical contexts, to make patterns, and to count and match numbers
- improve staff's understanding of their role in assessment and planning, in order to ensure these are an integral part of the learning and development process and used effectively to plan for the next steps in each child's learning and development
- improve procedures to ensure checks are promptly initiated and completed for new managers and/or committee members.

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

Whilst staff implement sound health and safety procedures so that the premises, activities, and equipment are suitable and safe for children, in all other respects the pre-school lacks an effective monitoring and evaluation system. This means priorities for improvement have either been missed or not dealt with. As a result children are not safeguarded because adult to child ratios are not consistently met and there are no contingency arrangements to cover planned or unplanned staff absences. Recruitment processes are in the main robust, but there are delays in ensuring new managers or committee members submit required forms to Ofsted in order to ensure the prompt completion of checks.

In their practice the staff team work well together, creating a calm, welcoming environment for children. However, when ratios are not met this impacts on the quality of children's experiences because adults are not able to consistently engage with them because other children need their help, for example, in seeing to their personal care. Staff induction programmes have been implemented in part, and adults clearly understand their roles to protect children from harm and to foster their health, hygiene and safety during activities and routines. However, they lack confidence in implementing certain aspects of the Early Years Foundation Stage, resulting in a hesitant start to assessment and planning. This means children's learning and development needs are not always fully supported.

Children benefit from the effective relationships staff develop with parents and carers who receive good information about the pre-school when their child first joins. All required information and consents regarding their children's care are obtained from parents. They are also encouraged to share details of their child's family circumstances which helps staff to cater each child's interests and background. Parents' views are now being obtained regarding their children's skills as part of the setting's assessment procedures. Children's welfare, learning and development are also supported by the close links between the pre-school and other local settings attended by them. These include using some shared facilities and taking part in joint events.

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

Children enjoy coming to pre-school. They and their families are warmly welcomed by the staff who provide a range of activities which adequately promote children's development towards the early learning goals. Children's decision making and self-expression is fostered through some opportunities to choose what they want to play with and by staff encouraging their free play. Children are imaginative, enjoying domestic role play and small world play. They become aware of features of the pre-school's local community, for example, enjoying physical activities in the adjacent school hall and during weekly visits to the nearby library.

Children benefit from the staff's involvement in their play. Adults are friendly and caring. They confidently encourage children's conversations and involvement as they chat to them, ask open-ended questions and promote their understanding. For example, when playing with toy vehicles and a garage, children's understanding of road safety and the meaning of different road signs is successfully promoted by the adult's age-appropriate questions and explanations. However, there are times when children are distracted and do not get the most out of activities, for example, because they lack an adult's support or because the organisation of the activity, such as whole group story time, does not take account of their differing abilities.

Children feel valued and included. They are encouraged to describe their experiences and to show an interest in the lives of others. Their efforts and work such as their drawings are appreciated. Children generally behave well. Staff create a relaxed atmosphere, quietly promoting their safe behaviour and positive relationships, for example, when walking to the library. During activities and routines children are encouraged to share, take turns, to be kind and helpful. For example, they enthusiastically assist with tidying up between sessions. Children's independence and awareness of the importance of a healthy lifestyle are adequately promoted during physical play, snack times, and toileting and hand washing routines.

Assessment is in its infancy. Some baseline information has been obtained about each child's abilities as staff have recently obtained parents' views about their children. Strategies for working with other agencies are being initiated in order to support children's specific speech and language and behavioural needs. However, planning is rudimentary with limited information provided about intended learning outcomes for activities or how children's individual learning needs are to be met or extended. Consequently staff are not rigorous about promoting certain aspects of children's development such as their attentive listening, concentration, counting, number recognition and practical problem solving.

## 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>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
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?	3
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.