

# Hollytree Community Pre-School

Inspection report for early years provision

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**Unique reference number** 110120  
**Inspection date** 25/02/2009  
**Inspector** Helen Mary Ball

**Setting address** The Community Centre, Fleming Avenue, North Baddesley,  
Southampton, Hampshire, SO52 9EJ  
**Telephone number** 023 80741410  
**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

Hollytree Community Pre-school opened in 1976 and operates from the main hall of a community centre in the village of North Baddesley near Southampton. It is managed by a voluntary committee of parents. Access to the premises is good. The pre-school is open each weekday from 09:15 to 12:15 for 38 weeks of the year.

The setting is registered on the Early Years Register. A maximum of 26 children may attend the setting at any one time. There are currently 30 children aged from two to under five years on roll and children attend for a variety of sessions. The setting currently supports two children with learning difficulties and/or disabilities and two children who speak English as an additional language.

There are nine members of staff, five of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The setting provides funded early education for three and four-year-olds. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall, the provision is inadequate. Staff working with children promote some aspects of children's welfare successfully, ensuring they are secure and well supervised within the setting. Most staff have a positive attitude to improvement and they have recently started to evaluate the provision. However, their findings have not yet impacted on and improved the quality of the provision. Systems to identify individual needs, observational assessments and planning are not sufficiently robust and weaknesses in monitoring mean that some children do not receive the support they need to maximise their potential. Adult's knowledge of the welfare requirements and guidance is inadequate.

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:

- improve the arrangements for observations and assessments so that these can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs (Organisation) 22/06/2009
- put systems in place to ensure that all staff have appropriate qualifications, training, skills and knowledge so that outcomes for children are fully 22/06/2009

- promoted, and that children are fully safeguarded (Organisation)
  - develop systems for self-evaluation so that areas for improvement are quickly identified and resolved (Organisation) 22/06/2009
  - ensure that every child is included and not disadvantaged because of culture, religion, home language or gender by developing effective systems to promote equality of opportunity and anti-discriminatory practice (Organisation) 22/06/2009
  - request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 01/04/2009
  - implement systems to ensure that all staff are made aware of information provided by parents, with particular regard to children's special dietary requirements, preferences or food allergies and first language spoken (Organisation) 01/04/2009
  - ensure that all practitioners have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately (Safeguarding and promoting children's welfare) 22/06/2009
  - implement systems to develop partnership with parents and other professionals so that information is shared and they are all involved in children's continuous learning and development (Organisation) 22/06/2009
- To improve the early years provision the registered person should:

- conduct regular staff appraisals to identify the training needs of staff and develop a programme of continuing professional development so that these needs are met
- establish systems to monitor and evaluate the quality of inclusive practice

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

Overall, leadership and management have too little effect and this means that children make limited progress in their learning and development. Those in charge are insufficiently focused on raising achievement, and arrangements to ensure children's welfare are not adequately in place. Staff are willing to update their training and skills, although there is no system for appraisal and staff development. This means that there are gaps in their training and knowledge which have an adverse effect on the outcomes for children. Staff are not secure in their knowledge of the Early Years Foundation Stage (EYFS), or in the provision of an inclusive approach to children's learning and development. As a result, insufficient attention is given to using observations of children to plan their next steps in learning, catering for children's individual needs and styles of learning.

Planning is for the whole group and does not show the different or additional support for individual children or any different provision to support different learning styles. For example, for children who speak English as an additional language.

Children are not safeguarded because there are significant weaknesses in sharing of information received from parents, such as children's dietary requirements and not all necessary consents have been obtained. Child protection procedures are not sufficiently robust.

Although parents report that staff are approachable and friendly, they are not kept informed about the Early Years Foundation Stage, and they are not included in planning their children's next steps in learning. Links with other settings supporting children's care and education are not strong enough to ensure individual needs are met.

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

Staff offer children a warm welcome when they arrive at the setting and most children settle quickly. They enjoy the healthy snack they are offered and learn effective hygiene routines. The planning of activities does not take account of children's individual stages of development which means that some children become distracted, boisterous or upset. Although staff carry out detailed observations of children, these are not used to plan children's next steps in learning which means they do not reach their potential at this setting. However, the majority of children enjoy some group activities such as a nature trail. They laugh as they throw leaves into the air and they chatter as they investigate small logs using magnifying glasses. Some staff are skilled at questioning children to extend their thinking although the quality of interaction with the children is inconsistent; this is as a result of gaps in staff training.

Support for children who speak English as an additional language is not adequate, particularly in large group situations and the setting fails to overcome barriers which prevent some children's enjoyment. Most children clearly enjoy listening to stories and participating in singing and playing musical instruments. Most children are competent at using simple drag and drop techniques on the laptop computer, and use the mouse with confidence.

## 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?	4
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?	4
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>	4
<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?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
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 the last inspection.

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.