

# Holly Hill Pre-School

Inspection report for early years provision

---

**Unique reference number**

EY372738

**Inspection date**

03/07/2009

**Inspector**

Ann Doreen Burford

**Setting address**

St Christopher's Church Centre, New Street, Rubery,  
Birmingham, West Midlands, B45 0EU

**Telephone number**

0121 683 1858

**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 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 16 children on roll. The pre-school is open three days a week, Monday, Wednesday and Friday 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**

Overall the quality of the provision is satisfactory. Children settle quickly as they know and respond positively to the weekly routine. They generally make adequate progress in their learning. Individual needs are identified through the new key person system and the sound partnerships with external agencies, which enables children with learning difficulties and/or disabilities to be included in the daily routines. All of the staff are expected to get involved in evaluating the activities and outcomes for children. This is still under development so has had limited impact on the quality of the learning and development. There has been a breach in the welfare requirements as parents are not provided with a copy of the Ofsted inspection report. All other requirements are met.

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

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

- review the observation, assessment and planning system to ensure staff are secure in their knowledge of how to support children's learning
- develop children's access to mathematical experiences including numerals, counting and problem solving and information technology equipment
- review the learning environment to assess the strengths and weaknesses and

develop a plan on how it can be used more effectively in promoting children's learning.

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

- ensure that copies of the inspection report are provided to all parents (Documentation).

24/07/2009

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

Senior staff have completed relevant safeguarding training so they understand how to protect children should they have concerns. There are robust vetting systems in place to ensure all staff working directly with the children are suitable to do so. All of the staff are calm, patient and children respond well to their caring approach. Risk assessments are completed to ensure that suitable action is taken to keep children safe and the premises are secure.

The senior management have introduced a new evaluation system and the manager is in the process of beginning appraisals with the staff team. All of the staff are attempting to evaluate the way they care for the children and the activities the children participate in. Staff have identified barriers that they feel prevents them making improvements so have not identified an action plan for improving the learning environment. The room is not always used to its full potential because staff do not reflect on how they can make best use of the available space. Some improvement has taken place to the planning since the last inspection so that the next step in each child's learning is beginning to be planned for, although staff are not confident in this process so gaps in children's learning are not always identified, so this still remains a priority for improvement.

Parents are not always kept fully informed. They have not been provided with a copy of the last Ofsted inspection report as required by legislation. Each child's parent and their key person discuss the starting point of the child, although only basic information is recorded for some children. A general verbal exchange of information usually takes place at the beginning and end of the session. The pre-school does have strong links with other local providers, the adjacent school and children's centre which enhances children's experiences.

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

Children generally make satisfactory progress. Children enjoy participating in the range of activities. They are usually enthusiastic and participate readily in the planned activities. Children's opportunities to lead their own play and independently access resources for themselves is restricted because of the organisation of the room and storage. Their access to activities promoting problem solving, reasoning and numeracy is limited. Some children can count in order to five but they do not regularly see numerals, so do not always recognise them. Staff do encourage children to count during routines such as registration time and

through the use of songs and rhymes. However, children's use of mathematical terminology and problem solving is not fully promoted. Although children's enjoyment is generally promoted their achievements are currently reduced because an action plan for improvements to learning and development have not been identified.

A particular strength in this setting is children's awareness of their local community and their place in the wider world. For example, they thoroughly enjoy visits to the nursery class in the adjacent school and the community library. Each session has a particular focus visit in the local community and children know which visit they will be going on and look forward to it. Children know how to keep themselves safe whilst on these visits and respond to the safety measures taken by staff. They mostly walk in a responsible manner and those needing extra supervision receive it. They learn about other cultures and build a strong sense of their own identity through a variety of activities. Children excitedly talk about home life and staff always listen intently and encourage children to express themselves and they obviously know the children and their families well.

Early intervention is taken to identify the level of children's communication and physical skills. Observations are completed by the key person to identify each child's starting point when they start at the pre-school. External agencies offer advice to staff so that help is provided to those children needing extra support so that their ability to develop the skills needed for lifelong learning is mostly promoted. However, they have very limited access to information technology equipment. This is a large gap in children's learning. Children use a variety of natural materials such as dough, sand and water. Children's art creations are proudly on display to help develop their sense of belonging in the setting.

Children's understanding of healthy eating and the need for fresh air and exercise is being developed. Snack time is well organised so children have healthy snacks and learn table manners. They are supervised as they learn to wash hands before eating. They sit together and are offered fresh fruit and a yoghurt. A choice of drinks is offered. Children can access the enclosed outdoor play area and use some outdoor toys such as a small climbing frame. They have access to further physical challenges when they make the weekly visit to the outdoor play area in the nursery class of the adjacent school. Children use the school hall for music and movement exercise once a week for additional time to enjoy music and physical activity.

## 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?	3
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?	3
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>	3
<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?	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)

