

Holme Slack CP School Pre-school and OOS Club

Inspection report for early years provision

Unique reference number	EY302337
Inspection date	19/06/2009
Inspector	Andrew Clark
Setting address	Holme Slack C P School, Manor House Lane, Preston, Lancashire, PR1 6HP
Telephone number	01772 795257
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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

Holme Slack pre-school and out of school club was registered in 2005 and is run by voluntary committee. The pre-school operates from a self-contained building, school hall and outdoor area in the grounds of Holme Slack Primary School in Preston. A maximum of 20 children aged from three to five may attend in any one session. There are currently 29 children on roll, of which 27 are in receipt of nursery funding. The setting supports children with a learning difficulty and/or disability and children with English as an additional language. It is on the Early Years register. The pre-school is open from Monday to Friday 09.00 to 11.30 and 13.00 to 15.30 during school term times only.

There are three members of staff including the manager. All hold level three qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Inclusion is good because well-trained staff work closely with parents and local authority specialist services to support children with learning difficulties and/or disabilities and those with English as an additional language. All children make good progress because activities are stimulating and attractive for all abilities. There is a rigorous self-evaluation process which identifies clear and appropriate priorities for further development and has contributed to good improvements since the last inspection. The staff's commitment to improving their qualifications and taking full advantage of good training opportunities means the pre-school is well set to continue to improve.

What steps need to be taken to improve provision further?

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

- Develop the assessment procedures to provide a clear picture of the progress the children are making towards the early learning goals
- improve the outdoor provision to regularly promoting all aspects of learning.

The leadership and management of the early years provision

The leadership provides very clear direction based on good procedures to monitor and improve all aspects of provision. Staff are very committed because they feel valued and have precise and manageable responsibilities. As a result, there have been good improvements since the last inspection and resources and the learning environment have been continually enriched.

Staff are very well trained and have a good knowledge of the needs of young children, including those with learning difficulties and/or disabilities. There are good systems in place to ensure that children are kept safe at all times. Robust

procedures ensure all staff are suitable people to work with children. Detailed risk assessments are regularly carried out. There is a high standard of record keeping which contributes to the pre-school's effectiveness.

The partnership with parents and other providers is outstanding. Parents are very appreciative of the guidance and the regular and frequent information they receive on their children's achievements. They especially appreciate the coffee mornings and open sessions. The pre-school has established excellent partnerships with other providers, especially the host school, which ensures useful information is shared and support given.

The quality and standards of the early years provision

Children achieve well throughout their time in pre-school. Staff provide a warm welcome to children and parents as soon as they enter the room. The bright and stimulating environment encourages children to participate in a wide range of activities they choose for themselves. Children develop well as independent learners because they are encouraged to make decisions about which activities to do. They develop curiosity and enthusiasm because many activities lead to investigations and learning through discovery. Children enjoy exploring their world through computer games including electronic whiteboard technology. The children and staff photograph everything throughout the day using digital cameras.

Staff provide very good role models, speaking clearly and helping to broaden children's vocabulary. This helps all children develop their speech and conversation skills well and often fires their imagination. For example, in their role play they travel to Hawaii, packing their suitcases and taking the passports they make. They learn the vocabulary of holidays' flight and airports. Children respond enthusiastically, often becoming absorbed in activities. They play safely together because they are taught to organise and tidy after themselves. Excellent relationships with adults give children confidence to learn effectively whilst in the pre-school and their behaviour is extremely good. They are very proud of their success and love to share their work with their parents when they are collected. There are very good induction procedures to welcome children and their parents into the pre-school. Parents provide good information on their child's achievement when they first start and this helps them settle in quickly and make progress. Staff make accurate observations of children's progress and use this information to plan future activities. The children's achievement diaries are full of exciting photographs and samples of work recorded in great detail. However, the rate at which children work towards all early learning goals and the steps they need to take, are not consistently identified. This occasionally limits the progress they make. The pre-school provides outstanding support to help children make a positive contribution. Children are involved in fund raising activities such as Red Nose Day, Guide Dogs for the blind and many other charities. They try food stuffs and different craft activities for Chinese New Year and other celebrations such as Hannakah.

The pre-school promotes children's healthy lifestyles well and their welfare is paramount. They provide healthy snacks in friendly social settings and children have continuous access to water. Staff's good example means the children talk

politely and manage their cutlery well. They learn the value of good hygiene routines. Children grow their own vegetables. The children learn to keep fit and active through several physical activities. However, the outdoor space is small and is not fully utilised to develop all aspects of children's development. The pre-school has identified this as a priority for improvement.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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