

Holy Family Pre-School

Inspection report for early years provision

Unique reference number 131537
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Inspector Kevin Wright

Setting address Holy Family School, Mansel Road West, Millbrook,
Southampton, Hampshire, SO16 9LP

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Holy Family Pre-school was registered in 1998. It operates from one room in a building in Holy Family Primary school in the Millbrook area of Southampton. It serves the local area. the pre-school is registered to care for maximum of 48 children from 2 years to the end of the early years age group at any one time. There are currently 51 children aged from two years nine months to five years on roll, all of whom are funded. Children attend for a variety of sessions. The setting currently supports several children who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 08:45 until 11:45 and 12:15 until 15:15. There are nine staff members who work with the children. Of these eight staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership. Holy Family Pre-School is on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

The quality of provision is good. Children develop to become confident, independent learners who develop a good social awareness and are able to choose from the wide range of stimulating activities and resources available to them both indoors and outside. The key person system is well established. Parents report that the good partnerships with staff support the good knowledge that staff have of each child. Good quality informative records of individual progress are well maintained and used to inform planning. Children generally make good progress in all areas of learning and development. The capacity for continuing self review and development is good.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to apply number during their play

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

- ensure that the area where children free-flow between locations is adequately separated from car parking area and commercial vehicle entrance (Suitable premises, environment and equipment) (also applies to the both parts of the Childcare Register)

03/09/2009

The leadership and management of the early years provision

There is a good understanding by the setting manager and staff of the central role that the Early Years Foundation Stage Framework plays in overall improvement. The recommendations of the previous inspection have been addressed successfully and a major restructuring of the ways of working has been undertaken to meet the demands of the Early Years Foundation Stage. Good self-review has aided continuing improvement. For example the ratio of child-initiated learning was increased to meet the demands of the Early Years Foundation Stage Framework. There is inclusive practice to ensure that the needs of each child are met. For example, several children who have joined the pre-school with little understanding of English have thrived because of the focussed support provided. The safeguarding of all children is secure and policies and procedures are understood and followed by all staff. The pre-school works well with parents to promote the care of children and support their development. Well established systems ensure that a child's needs are recognised early and addressed properly. A parent reported that, 'The staff saw my child as an individual and in doing that helped care for her emotionally as well as physically'. Another parent reported that, 'Key workers are informative and approachable'. Clear procedures for monitoring and reporting on children's well-being and progress involve staff and parents in a continuing and meaningful dialogue. Records are well maintained and regularly updated. Policies and procedures are reviewed to ensure they continue to meet the requirement of the Early Years Foundation Stage Framework regarding meeting the needs of all children. Staff work effectively as a team and are deployed efficiently. Risk assessments are regular and accurately identify potential hazards. There needs to be a review of how the area where children flow independently between indoor and outdoor play is adequately separated from a staff car parking area and commercial vehicle entrance, this would ensure greater safety for the children. The recruitment and vetting of staff is rigorous and complies with safeguarding requirements.

The quality and standards of the early years provision

Holy Family Pre-School provides a welcoming environment where children are settled and happy. One parent reported that her child had been particularly timid and shy to meet others, but that within the supportive and friendly environment of Holy Family Pre-School the child, 'Quickly developed confidence and soon he was singing and socialising with the other children' and that 'in a very short time he had learnt so much'. Adults work well with children. Staff employ a caring and supportive approach that also through gentle explanation, ensures children appreciate that any rules are for everyone's benefit and well-being. Good partnerships with parents enhance the quality of the learning. For example, the children have brought in 'story boxes' made at home with their parents or carers and based on books that the child particularly enjoys. These provide a good focus for more language and story work in the setting. A good balance is maintained between adult-led and child-selected activities and explorations. Children show a good level of confidence and move freely between indoor and outdoor activities and resources in a purposeful way, choosing from the good range of resources and

equipment. For example, one child enjoyed climbing and balancing activities with others on the outdoors equipment, then decided to spend some time indoors working independently on a computer-based shape and space puzzle that he accessed himself. Then having completed it, he joined other children in an indoor role-play activity. Adults encourage children to develop independence and take on responsibility. For example children pour themselves mugs of drinking water in either of the two play areas, choose when to eat their healthy snacks and know to wash their hands beforehand. They make good contributions to the community when, for example they help the adults in tidying up after activities. Staff have a good understanding of their role in supporting and extending children's learning experiences. There is good modelling of language and development of children's communication skills. For example by modelling language, emphasising key words and asking open questions when supporting child initiated activities, also by participating in role play and subtly prompting children in order to extend their creative thinking and language. More work could be done to increase children's awareness and use of number, counting and grouping in play activities, if the progress of all children is to be increased, if their progress is to be accelerated.

Children respond well to staff because they like them and trust them. Adults help children to develop a social sense by gently reminding children of the needs of others. The adults help children develop a positive attitude to learning by showing an appreciation of the children's achievements and setting further achievable challenges. The children respond very positively to this encouragement. Staff monitor the environment continually for safety and demonstrate a strong regard for the statutory requirements that ensure children's health, safety and well-being. There is good modelling of learning behaviours. For example, two boys spent time in the reading corner going through a story book that they had had read to them as a group and using this knowledge to recite the story to each other from the pictures. Good quality focussed activities, for example rolling out dough to make gingerbread people, ensures that children steadily develop their range of skills and ability to handle equipment and tools.

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?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 03/09/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 03/09/2009