

The Hollies Pre-School Limited

Inspection report for early years provision

Unique reference number	EY388978
Inspection date	13/07/2009
Inspector	Barbara Christine Wearing
Setting address	Lower Park School, Hazelbadge Road, Poynton, STOCKPORT, Cheshire, SK12 1HE
Telephone number	01625 850 176
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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

The Hollies pre-school and out of school club was registered in 2009. The setting is committee run and operates from a designated mobile building situated in the grounds of Lower Park School in Poynton. Children are cared for within one main and two small activity rooms in the single storey building. There is a secure area available for outdoor play. A maximum of 35 children aged two to eight years may attend the setting at any one time. The setting is open five days a week from 07.30 to 18.00 all year round. Children attend from the local community and surrounding areas.

The setting offers pre-school, out of school and holiday care. There are currently 108 children on roll aged from two-and-a-half to 11 years. Of these, 80 children are within the early years age range. The out of school and holiday care for children above the early years age range is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The setting employs 13 members of staff, including the manager. Five staff are qualified to level 3 in early years and one is qualified to level 2. Three staff have a level 4 qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff work closely with parents and establish strong links with other professionals in order to develop an in-depth knowledge and understanding of each child. They are highly effective in creating an inclusive environment in which all children make excellent progress towards the early learning goals from their individual starting points. The majority of necessary records are in place to promote children's welfare. The committed staff team have high ambitions for their personal development as early years workers and for the continuous development of the provision for children.

What steps need to be taken to improve provision further?

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

- continue to develop partnerships with other Early Years Foundation Stage settings that children attend
- continue to develop processes for self-evaluation, incorporating the views of parents and children.

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

- ensure systems are always followed to ensure parents are informed, at the end of the day, of any injury

13/07/2009

sustained by the child whilst in the care of the provider (Safeguarding and welfare, Illnesses and injuries).

The leadership and management of the early years provision

The vast majority of policies and procedures are effective in safeguarding children. Children are cared for by staff who have undergone rigorous recruitment and vetting procedures and have a clear understanding of the setting's comprehensive safeguarding children procedure. They listen to and value children who are, therefore, confident and assertive and develop skills to keep themselves safe. Thorough risk assessments are conducted in all areas of the pre-school and for each type of outing. Staff give children plenty of opportunities to learn about hazards and take risks within a safe environment. Clear systems are in place for recording accidents. However, these are not always followed and on occasion parents have not been informed, on the day, of injuries sustained at the pre-school. This is a breach of regulation.

Staff observe and listen to children and work closely together to identify areas for development. They attend training and review policies and practices in response to this, which has a positive impact on outcomes for children. For example, the pre-school has recently reviewed their behaviour management policy to develop staff's confidence and ensure a consistent and positive approach. As a result, children are very clear of the expectations within the pre-school. They generally play happily within these, reminding each other of the rules from time to time and generally responding well to staff's gentle reminders. Methods for self-evaluation are currently informal and some systems are in place to involve children and parents, particularly from the out of school provision.

The pre-school has established many ways to involve all parents in the setting. Information is translated for parents who speak English as an additional language and staff devise innovative ways to share information with them regarding their child's day. Parents are invited to an open morning before their child starts during which information is shared regarding the Early Years Foundation Stage and practices and policies within the pre-school. Parents are welcomed and spend time settling their child in the pre-school. They share information regarding their child's interests, abilities, family circumstances, cultural and religious background, likes, dislikes and specific needs. This enables staff to establish starting points for each child and tailor make the provision for the children they are caring for. Ongoing information is shared with parents verbally, through an effective use of a daily diary, regular newsletters and parents' evenings. Children, therefore, settle quickly and good continuity is achieved. Feedback from parents gives high praise for the staff and the caring and stimulating environment they provide. Visits have been made between the pre-school and schools that children will attend. The establishment of further links and methods of communication has been identified by the manager of the pre-school as an area for development.

Staff are pro-active in establishing links with other professionals to ensure that each child receives the individual support they require to reach their full potential. They work closely together to encourage communication and language skills for children with learning difficulties and for children who speak English as an additional language. They use signs and symbols alongside verbal communications and children receive one-to-one support where appropriate. Therefore, these children make excellent progress; they are confident, happy and fully included in all that goes on within the pre-school, building close relationships with staff and children.

The quality and standards of the early years provision

Children benefit greatly from the well organised, superbly resourced indoor and outdoor learning environments. The organisation of the day is well planned and evaluated to ensure that children have maximum opportunity to make choices in their play, develop high levels of independence and move freely between the indoor and outdoor areas. Children follow their interests and individual learning styles and receive excellent support and interaction from staff who know them well and understand how children learn. All staff observe children on a regular basis, during planned activities and spontaneous play. These are assessed and used, together with observations from parents, to track children's progress and identify next steps in their learning. Staff then plan innovative activities and interact skilfully with children in a way that extends and promotes their progress across all areas of learning.

Children are enthusiastic, active learners. They are constantly engaged and stimulated and become totally engrossed in their play; spending time playing on their own, with peers and with staff. They develop excellent communication skills and staff take opportunities to further extend their wide vocabularies. When a child points out the importance of drinking water in hot weather or you may 'get sick', a member of staff explains that people can 'dehydrate'. Children have many opportunities to write for a purpose and develop their fine motor and writing skills. Children show adults a menu that older children have written and 'write' down their order using writing materials available to them outdoors. Development records clearly show the good progress they make in this area. Staff skilfully question children to extend their problem solving skills. When a child attempts to retrieve a ball through the fence staff ask why they can not reach it and the child identifies the broom they are using is too small. She then asks why, although they can reach the ball they still cannot retrieve it. The child then turns the broom around and uses the brush to pull the ball towards her. Children count and use mathematical language during their play and imaginative adult led activities are skilfully delivered to further extend children's understanding of number and recognition of numerals. These are differentiated to respond to children's individual level of ability.

Children have many opportunities to explore different materials, investigating changes. They use water in various ways, mixing it with sand for 'building houses', using it to paint the play house, cleaning a scooter, watering various fruit and vegetables that they are growing and adding washing-up liquid to make bubbles.

Children design and make complex structures using large bricks inside and out. Outdoors, staff support children as they climb on walls they have built against low storage sheds and other children throw balls to them. They develop excellent spatial awareness and large muscle skills through a wide range of activities. Children's individual creativity is fostered and valued as they paint freely at the easels and engage in dance sessions run by the local secondary school. Children have further links with the local community as they go on trips locally and develop an understanding of the wider world as they regularly make contact with a pre-school in Uganda. The pre-school offers children an environment where they are able to observe differences and similarities and develop positive attitudes to diversity, valuing each other as individuals.

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?	1
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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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?	1

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Annex B: the Childcare Register

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

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