

Hollytree Community Pre-School

Inspection report for early years provision

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Inspector Alison Jane Kaplonek

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Type of setting Childcare on non-domestic premises

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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*.

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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 building is good and toilet facilities are provided within easy reach of the children. The provider is registered on the Early Years Register. The setting serves families from the local area and has good links with local schools.

The pre-school is registered to provide care for 26 children from two years to the end of the early years age range. The setting supports children with learning difficulties and/or disabilities and those who are learning English as an additional language. There are currently 24 children on roll. All of these children are in the early years age range.

The setting opens each weekday from 09:15 to 12:15 for 38 weeks of the year.

There are eight members of staff including the two managers who work with the children. Of these six have a recognised Early Years qualification. One member of staff is attending an Early Years training programme. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare and learning needs are generally well met. Most children are settled and enjoy their time at the pre-school, making sound progress in all areas. They are provided with an accessible and welcoming environment where they can make choices and initiate their own play and learning. The new supervisors, committee and staff are working hard together to implement improvements identified at their last inspection. They carry out sound self-evaluation and are able to identify further areas for development and to quickly implement changes, thus ensuring that continuous improvement takes place.

What steps need to be taken to improve provision further?

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

- continue to develop the assessment and planning system to ensure that all staff are fully confident in its implementation.
- further develop children's learning by providing guidance and information to parents and carers about ways of supporting their children's learning at home, which compliment that of the pre-school.
- plan and re-organise the latter part of the morning session to include clear learning intentions and help children to stay focused on the activities

- provided.
- risk assess outings and the use of shared play areas to ensure children are fully protected.

The effectiveness of leadership and management of the early years provision

A range of policies and procedures and accurate completion of records ensures children's individual needs are generally well met and that they are fully safeguarded. Daily risk assessment checklists are completed to ensure that the premises and equipment are safe and in good condition before children arrive. However, there is no record of risk assessments for outings or for the use of shared play areas to ensure children are fully protected. Sound systems are in place to ensure that all staff are suitably qualified and appropriately vetted. All staff have regular appraisals which identify their future training needs and many staff have recently attended a variety of courses. This has resulted in improvements in both the staff's knowledge and understanding and the outcomes for children who attend the setting.

The pre-school managers and staff work well together to ensure the setting is organised appropriately and operates smoothly on a day-to-day basis. Staff are very clear about their roles and responsibilities and deploy themselves well. Along with the key person system, this provides children with a safe, calm environment and good adult support. Children are encouraged to respect each other and accept each other's similarities and differences by looking at books, talking about their different families, sharing and helping out at the setting.

Parents are kept well informed about their children's routines and the Early Years Foundation Stage (EYFS), via information displayed on notice boards, newsletters and daily discussion with staff. They have opportunities to meet termly with the key person to discuss their child's welfare and learning. However, although the weekly plans are displayed, parents are given little guidance or information about ways of supporting their children's learning at home, to compliment that of the pre-school.

The quality and standards of the early years provision and outcomes for children

Most children are happy, settled and gaining in confidence. They quickly settle to the routines of the day, and independently make choices from the resources available. Staff organise the learning environment into clear learning areas. As a result, the environment is interesting and welcoming for all children and they know exactly which activities are available each day. Children are beginning to learn to share and take turns and some are good at helping to tidy toys away at the end of the session, telling each other that it is tidy up time. They happily initiate their own learning as they dig in the sand outside or role play with the dolls and prams. There is a good balance of adult led and child initiated activities and the children enjoy the support from staff who join in their play. A new assessment and planning

system is being implemented and staff are beginning to gain in confidence as they make observations and identify the areas of learning and next steps for children. However, the last part of the session is less well organised and some children find it hard to stay focused on the activities provided.

Children behave well and respond to reminders from staff to wash their hands or not to run in the hall. Many are beginning to be independent and some take themselves to the toilets and help themselves to the wonderful choice of fruit and vegetables provided at snack time. Children enjoy stories in groups and some are able to talk about which books are information books and which are story books. They are beginning to count as they play board games and look at shape and size as they complete collages. They attempt writing for a purpose, making notes as they pretend to answer the telephone in the home corner. Children enjoy their outside play as they hide in the tent or dig in the sand tray. They develop their physical skills as they throw and catch balls in the large hall or take part in music and movement sessions. Some children are able to complete simple programmes on the laptop, using the mouse accurately and confidently.

Children are kept healthy, safe and make a positive contribution to their care and learning. They follow good hygiene routines when visiting the toilets and talk about healthy eating at snack time. Any health needs children may have are well met. Most staff are trained in first aid and any accidents or administration of medicines is accurately recorded. Documentation is in place which informs staff of any health or dietary issues children may have and clear lists are displayed near the snack table to ensure that children with allergies are effectively supported. Children learn how to keep themselves safe as they are reminded to be careful as they climb the steps in the outside area. All children and staff take part in regular fire drills to ensure safe evacuation of the building. Children's safety is assured as staff ensure that all visitors to the setting sign in and out.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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