

Little Hollies Pre-School

Inspection report for early years provision

Unique reference number EY240115
Inspection date 01/02/2010
Inspector Adelaide Griffith

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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

Little Hollies Pre-School is one of several settings managed by Tommies Childcare Ltd. It opened in 2002 and operates from a pack-away setting from a sports and social club in the Coundon area of Coventry. Children have access to an outdoor play area. The pre-school is open from 9.00am to 11.30am and from 12.30pm to 3.00pm. Children may stay for lunch from 11.30am to 12.30pm.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 50 children aged from two to under five years on roll, some in part-time places. The pre-school supports a number of children with learning difficulties and/or disabilities. It also supports a number of children who speak English as an additional language.

The pre-school employs six members of staff, all of whom hold appropriate early years qualifications. Students are welcomed and supported by nominated mentors. The setting provides funded education for children aged three and four years. Little Hollies Pre-School receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff know the children and their families well and this ensures that their diverse needs are extensively met. Children are thriving because staff use a holistic approach to promote their learning and care. Staff work extremely well with parents to identify children's needs and this contributes effectively to considerable progress from their starting points. The productive partnerships with agencies and other early years providers ensure that children get the support they need. Children's welfare is thoroughly safeguarded. Systems to evaluate practice are very effective in supporting the staff to make changes for the benefit of children and their families. Further development is planned to continue with improvements on what they have accomplished so far.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increase the available resources that reflect positive images of disability in order to promote children's learning more effectively.

The effectiveness of leadership and management of the early years provision

Children's care and learning are addressed with a high level of professionalism because staff have well developed knowledge and understanding of the Early

Years Foundation Stage. There is a very strong emphasis on safeguarding children with robust policies and procedures that are implemented effectively. The environment, both indoors and outside, is subject to rigorous risk assessments that ensure that all potential hazards to children are minimised effectively.

The management team has a real sense of purpose about what they want to achieve. There is a shared vision to ensure that all children achieve their potential. For this reason staff are consistently encouraged to access courses in order to enhance their skills. Furthermore, regular appraisals and training opportunities ensure that staff are empowered to work effectively with agencies in order to support children's care and development needs. The highly motivated manager involves all staff, parents, external agencies and children in the self-evaluation process. Regular review of procedures have led to considerable improvements in the way observations are carried out and recorded. In addition, the manager and staff frequently reorganise the equipment and maximise the use of the available space for the benefit of the children. The manager demonstrates significant capacity to make necessary improvements recommended at the last inspection. She has plans to develop the provision further, for example, by setting up systems for parents to contribute to children's records.

Staff promote equality and diversity superbly. The organisation of the room and the interesting resources invite children to become self-selecting. They have opportunities to explore aspects of a wide range of cultures. This is reinforced because parents contribute to children's learning by reading stories in different languages and new experiences are included, for example, learning authentic dance routines. Although children learn first hand about disability there are relatively few resources to support their awareness. There is a very effective system to promote the communication skills of children who speak English as an additional language. Staff make use of chatter cards and signing is used liberally. This is extended to facilitate communication with children who have additional needs and for younger children whose language skills are emerging. All children benefit remarkably from this strategy because it is a shared experience.

There is a successful partnership with parents who contribute generously to the setting. Children's learning benefit from parents' active involvement. For example, they participate in activities, such as, outings and they bring in resources as requested. The relationship is underpinned by open communication which is maintained in a variety of ways. Daily information about children's experiences is shared by key workers. In addition, parents know what is happening in the pre-school through newsletters. Issues are addressed effectively through the parents' representative. The pre-school manager and staff are pro-active in obtaining substantial support for parents due to liaison work with external agencies. There is a well-established relationship with other early years providers. The setting supports home-based providers, such as, childminders well by sharing information consistently. In addition, children's transition into local schools is planned thoroughly with reciprocal visits between the setting and the schools that children are likely to attend. Furthermore, a profile is completed and shared with parents of children leaving the setting. This attention to detail is interwoven into excellent practice due to effective deployment of staff. They support children sensitively, in groups or on an individual basis as appropriate.

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

Children enjoy their time at the pre-school where they make considerable progress in their learning and development. Enthusiastic staff make learning fun by participating in activities. They strengthen links with home experiences by involving parents who contribute to children's experiences in a variety of ways. For example, parents and staff have brought in pets, including a chicken and a rabbit, to help children learn about animals and how to care for them. Learning is effectively extended when they walk across fields and look at the world around them. They have opportunities to identify shapes, such as, the windows in houses. A different perspective on the community is provided through outings to local shops where they purchase bread and eat this on return to the pre-school.

Staff provide a vast range of resources in a stimulating environment. This encourages the children to maintain interest as they move around the setting to access available materials. They sit at the writing table and develop mark-making skills by scribbling on paper or a chalk board. Some children have developed skills in forming recognisable letters of their names. Others access information technology equipment and use the mouse with good control to select programmes that promote painting. They engage in problem solving without adult intervention and confidently explain the purpose of clicking on icons in order to match images. Staff make use of the daily routine to encourage learning. They talk about the reasons for wearing coats before going outside to play. On return children's ability to count correctly means that they join in with counting the number of children as they come through the door.

The setting has a very strong ethos of developing children's independence. The free-flow arrangement for snacks promotes children's self-help skills admirably. Consequently, children are confident to make decisions about the best time to have their snacks and they pour drinks unaided or with minimal assistance. Staff are highly skilled in supporting children with additional needs. They have devised strategies to develop children's communication and interpersonal skills substantially. These are enhanced due to the cohesive team approach that reinforces the high expectations for children. Staff make use of naturally occurring situation, such as, the snow fall to promote learning. They seize the opportunity to provide exciting play and children enter into the spirit of the activity by acting out the bear hunt story as they tread across the snow. They improvise imaginatively by using available props, such as, the goal posts to simulate a dark cave. Staff carry out frequent observations to note children's developmental stage and to plan for their next step in learning. This process is also used for providing challenges for children, for example, building towers and extending their cutting skills.

Children have a real sense of staying safe as this is embedded in their play. Staff consistently emphasize the importance of paying attention to the movement of their peers and to use equipment appropriately. Staff are committed to building close relationships with the children. Consequently, children know their key worker and consistently approach them for support or reassurance. The staff are positive

role models for children because they talk calmly at all times. This means that children behave well. In addition, children are praised frequently and they express delight when presented with reward stickers which are used to recognise achievement. The setting promotes healthy eating and parents include a wide range of fresh fruit in lunch boxes. Staff have created a child-focussed atmosphere in which children flourish.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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