

Hollytrees Pre-School Ltd

Inspection report for early years provision

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Inspector Lynn Denise Smith

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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

Hollytrees Pre-School is operated by Hollytrees Pre-School Limited. It opened in 2009, operating from a classroom within Chipping Ongar Primary School. All children share access to a secure, enclosed outdoor play area and the premises has low-level access for people with disabilities.

A maximum of 26 children may attend the setting at any one time, there are currently 32 children on roll. This provision is registered with Ofsted on the Early Years Register. The setting opens every weekday during school term times, on Mondays, Wednesdays and Fridays the setting opens from 9 a.m. to 12:30 p.m. with a lunch club from 11.30 a.m. to 12.30 p.m.; Tuesdays and Thursdays the sessions operate from 9 a.m. to 11:30 p.m..

The setting supports children who have learning difficulties and/or disabilities. The setting receives support from the local authority and from the Pre-School Learning Alliance (PSLA). The setting employs four staff, of whom all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development needs are effectively met by a team of dedicated and caring staff. Children's individual interests are followed through clear and effective observations and planning. Children benefit from being able to guide their own play and learning in a fun and stimulating environment. The staff and owner have clear plans for the setting's future and have implemented a development plan to ensure that their plans are monitored, reviewed and implemented effectively. The setting's process for self-evaluation is in its infancy and is currently being further developed.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to learn about the local environment and community through outings, trips and visitors to the setting.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded within this provision as staff demonstrate good knowledge of their responsibilities with regards to protecting the children in their care. All adults working within the pre-school have been appropriately vetted through the setting's clear recruitment procedures and new staff who have not yet received clearance are always supervised with the children. The provision has a

clear and effective written safeguarding policy which all staff are aware of and follow.

The owner of the pre-school works within the setting on a daily basis as the manager. She actively supports a team of three other staff who have joined her since the group registered in 2009. The staff work well together drawing on each other's strengths and interests to form a well-balanced team of dedicated childcare professionals. The team are still in the process of fully implementing all of their ambitions and have a development plan in place to enable them to strive for improvements. Staff, parents and children have been involved in the setting's self-evaluation process and have opportunities to inform practice through positive and negative feedback. The owner is open to suggestions and actively encourages all concerned to share their views on the effectiveness of the setting's policies and practices.

Resources are effectively deployed within the pre-school enabling children to develop independence and make firm choices over their play and learning. Staff have clear and defined roles each day, but also actively deploy themselves where they feel they are most needed within the pre-school room and outdoor area. This initiative ensures that children are always well-supported. All children are treated with equal concern within the setting and staff demonstrate sound knowledge of the families within their key worker groups. Staff are committed to providing equal chances for all children and ensuring that the provision offers inclusive play and learning opportunities.

The setting is situated within a local primary school site. Very good links are already in place between the pre-school and reception staff at this school ensuring that children moving from the setting to school experience a smooth transition. The owner and staff are beginning to develop links with other settings within the local area. Staff are open and approachable towards parents, encouraging them to play an active role in their children's pre-school experiences. Good opportunities are in place for parents to express their views on the setting verbally and through questionnaires. Parents spoken to at the time of the inspection re-iterated this, commenting that they were very satisfied with the way in which their children were progressing and developing.

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

Children attending this setting benefit from being provided with good quality care and relaxed, interesting learning experiences. They are actively engaged in a wide range of adult-led and child-initiated activities which cover all six areas of learning. Staff demonstrate good knowledge of the EYFS and how to deliver it effectively. They know the children in their key worker groups and work well with their families to develop knowledge about the children's interests, likes and dislikes. Staff make clear and systematic observations of the children during their play. They use their observations to plot children's progress and to identify their next steps in learning. The planning and assessment system in place is clear and effective and provides staff with an accurate record of the children's achievements.

Children enjoy their pre-school experiences, for example, they re-arrange the role play resources during an imaginary game of going on holiday. They pack the equipment into a suitcase carefully considering the foods and clothes they will need to take with them on their trip. They converse confidently about how they will get there. The main participants excitedly rouse the interest of other children playing close by to join them in their game. Children thoroughly enjoy extending their learning in the outdoor environment as they freely choose to play indoors or outdoors. They have fun experiencing the snow, making footprints and following each other around.

Children are and feel safe as staff provide a safe, caring and secure environment. Daily safety checks ensure that the classroom is free from hazards and any identified issues are swiftly dealt with by the school caretaker. Children understand the importance of keeping safe as they enter into lively discussions with staff about carrying the toy boxes carefully and being careful not to slip on the snow and ice. New children are extremely well-supported during their transition from home to pre-school. Staff are caring and attentive to their needs and work effectively with parents to ensure that the length of the first few sessions are dictated by how confident each child is. Children enjoy a range of healthy and nutritious mid session snacks. They currently sit together in one large group and have good opportunities to talk about foods which are good for them. They are able to play an active role in the preparation of snack time as staff provide them with appropriate resources to make their own sandwiches, butter crackers and pour their own drinks. Children develop good knowledge about keeping healthy as they follow the staff's clear policies on hand washing. Children are fit and active as they participate in physical activities in the outdoor area, for example, they drive their bikes and cars around the road circuit, they negotiate space well and have fun playing with balls, beanbags and bats.

Children are very well-behaved and understand the setting's simple rules. They learn to share and take turns as staff encourage a kind and caring culture through good role modelling, activities and discussions on kindness and general games in which they have to wait for their turn. The setting is committed to providing a unique experience for each child based around their individual needs and requirements. For example, the setting now offers care to two year old children, to enable the younger and sometimes smaller children to be fully included in all activities, lower, more size appropriate equipment has been obtained. Children are beginning to experience opportunities to learn about other people's cultures, religions and differing needs through appropriate resources, festivals and special occasions. A range of activities are provided for children to develop their skills for the future. The setting has yet to embark on trips and outings within the local community which will extend the children's knowledge of their local area and the wider community or to introduce visitors to the setting.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| 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 | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| 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 | 2 |
| The extent to which children develop skills for the future | 2 |

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