

# Holmes Chapel Community Pre-School

Inspection report for early years provision

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**Inspector** Sheila O'Keeffe

**Setting address** Holmes Chapel Primary School, Middlewich Road, Holmes Chapel, Crewe, Cheshire, CW4 7EB  
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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

Holmes Chapel Community Pre-School is run by a voluntary parent committee. It was registered in 1985 and operates from one large room within a self-contained mobile building in the grounds of Holmes Chapel Primary School in Holmes Chapel, Cheshire. Children have access to a secure, enclosed outdoor play area. A maximum of 24 children aged from two years and six months to five years may attend the pre-school at any one time. There are currently 32 children on roll within the Early Years Foundation Stage. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register. The pre-school is open from 9am until 3pm Monday to Friday, term time only, although all sessions can be used flexibly.

There are eight members of staff, including the supervisor, who work directly with the children; of these, six hold early years qualifications at Level 3, one holds a qualification at Level 5 and is working towards Level 6, and one currently working towards a qualification at Level 2. The setting can access support from Sure Start.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and comfortable with their routines. They enjoy a wide range of interesting activities at the pre-school. The supervisor and staff are continually seeking ways to develop the provision and outcomes for children, and as such, the capacity for continuous improvement is good. The staff work well to ensure they cater for the individual needs of the children and enable them to make good progress in their learning and development.

## What steps need to be taken to improve provision further?

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

- provide further opportunities outdoors to ensure a good balance and range across all areas of learning.

## The effectiveness of leadership and management of the early years provision

Good, accessible documentation is in place to ensure that children are safeguarded effectively. Procedures are adhered to, to ensure the suitability of adults to work with children, and professional development for staff is good and on-going. Staff are capable and secure in their knowledge enabling them to deal with any concerns that may arise about children's health and safety. Good partnerships with other early years professionals are sought to gain expertise and advice when

necessary, to support any children with special educational needs and/or disabilities, ensuring their needs are met. Detailed risk assessments are completed alongside premises checks, indoors and outside, in order to maintain a clean, safe environment with good site security. Access to and from the building is monitored with strict signing in procedures and identity checks. Excellent hygiene procedures are in place. The outside provision is securely fenced and supervised. The clear routines, organisation and inclusive environment of the pre-school ensure children share equal opportunities, are settled, feel safe and are growing in confidence.

The supervisor and her team have made significant improvements in their partnership with parents since the previous inspection, which has resulted in outstanding practice in this area. For example, parents are regularly invited to parents' evenings to enable working parents to attend. Detailed daily records are available for parents outlining the activities that the children are engaged in. This has an excellent effect because parents obtain information about their children's learning and development, and are able to offer complementary home support for their children. As a result, children show good progress. Parents comment on how happy their children are and how they enjoy themselves.

The supervisor is very experienced and has a clear vision for the pre-school. She and her team have addressed the areas for improvement from the previous inspection, improved the premises and have plans for developing the leadership team in the future. All staff are enthusiastic and work well as a team to support the children. As a result of effective self-evaluation, the pre-school has a good understanding of its strengths and what needs to be done to improve on its current successful practice. Resources are well deployed. The re-designed room and ramps to the outside play area have improved access for the children. However, the attractive outside space, although well used and resourced, does not always mirror the balance and range of opportunities available across all the areas of learning that are on offer indoors.

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

Children are well cared for and make good progress in their learning and development. Staff work together well to plan activities geared to children's individual needs and interests. For example, the children were invited to a cake making session and were enthusiastic about putting on their aprons, taking turns mixing the ingredients and showing their cakes to their parents at home time. The staff record a range of observations daily, identifying children's next steps in their learning and skills development. Good information is gathered when children enter the pre-school to inform the initial planning. Assessment records clearly indicate their progress towards the early learning goals.

Children respond to specially recorded music that tunefully reminds them to wash their hands before snack time. They show extremely positive attitudes to learning about healthy lifestyles. They choose their nutritious food from the buffet and develop their social skills whilst talking around the table. Staff use this opportunity for number and name recognition. They show an outstanding level of

independence as they take turns to tidy up their toys, set the table, pour their own drinks and choose their own food. The room is well planned to provide designated areas linked to all areas of learning. The children freely access activities of their choice and move around confidently with good spatial awareness; for example, when sharing a dinosaur book and a seesaw outside. They behave and cooperate with each other exceptionally well. They gain some awareness of our multicultural society through exploring the dressing up resources in role play and looking at books that reflect a variety of cultures.

Staff supervise the children well at all times and are extremely vigilant. They respond well to the interests of the children and encourage them to try new experiences like planting vegetables in the garden and dressing up for World Book Day. This stimulates their interests and awareness of the world, and develops their creativity. During story time the children are able to sit and concentrate, and are inquisitive and ask questions. As a result children are acquiring a good foundation to prepare them for future learning.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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