

Holmhirst Pre-School

Inspection report for early years provision

Unique reference number	300715
Inspection date	06/07/2010
Inspector	Yvonne Layton

Setting address	Woodseats Methodist Church Hall, Holmhirst Road, Sheffield, South Yorkshire, S8 0GU
Telephone number	0114 2747725
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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*.

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.

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Description of the setting

Holmhirst Pre-School opened in 1992 and operates from Woodseats Methodist Church in Woodseats, Sheffield, South Yorkshire. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of 20 children. There are currently 50 children on roll, all of whom are in the early years age range. The pre-school supports children with learning difficulties and/or disabilities. They receive funding for nursery education and children attend for a variety of sessions. The pre-school opens each weekday, during school term time only, from 8.30am until 3.00pm. The children have access to a secure, outdoor play area. There are seven members of staff employed including the manager. All staff hold an appropriate early years qualification. The pre-school is managed by a committee.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the pre-school. Their welfare is well promoted and they make strong progress in their learning and development. Inclusive practice is carefully promoted and children's needs are effectively met through recognising and supporting their uniqueness. Pro-active links with parents and other providers help to ensure consistency in care and education. The management and staff of the setting have strong aspirations for developing the quality of the group to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the written short term planning to ensure it provides helpful information for all
- enhance confidence and consolidate systems which identify self-evaluation and continuous improvement
- promote further children's sense of self and independence by reviewing the snack routine.

The effectiveness of leadership and management of the early years provision

Children are well protected as there are clear safeguarding children procedures and staff have a very good understanding of their responsibility in protecting children. The security of the premises is robust and procedures for arrival and departure ensure children are handed over safely to a known adult. Detailed risk assessments are carried out and all areas, equipment and resources are in good condition, clean and safe. All required policies, procedures and records are in place. Efficient systems are in place to ensure staff are suitable for their role and

are clear about their day to day responsibility. The staff team is well established and recruitment and suitability checking procedures are secure. Children's health and welfare is supported well as the staff appropriately involve them in established, consistent hygiene and safety procedures, such as children readily put on sun hats when they go outside.

Children's learning is successfully promoted as the staff are fully conversant in implementing all aspects of the learning and development elements and have secure knowledge of the welfare requirements of the Early Years Foundation Stage. Children's development is superbly supported as staff ensure they experience activities that stimulate their interest. Planning of activities is currently under review and ongoing development. However, although the established staff clearly know what resources are required and the aims of the activities, the short term planning which is on display does not provide fully helpful information for adults who are not part of the established team. Continuous learning is carefully implemented with staff skilfully extending children's learning by using questions that challenge them. Alongside planned and spontaneous topics, which are adapted and extended to meet children's interest, themes are created and expanded directly by staff following the children's lead. Over a number of weeks children turn a climbing frame into an aircraft and with staff encouragement they make tickets and use 'passports' to 'visit France'. The 'aircraft' breaks down and the children urgently repair it so they can continue their journey and postcards are made from the holiday. Throughout staff get the children to think and consider such things as why they need tickets and passports and what may be wrong with the 'aircraft'. Children confidently explain what a seat belt is and what it is for. Individual progress and next steps are monitored by using assessments and observations of the children.

Inclusive practice, equality policies and procedures are carefully implemented throughout the group so that all children have their welfare needs met and achieve as well as they can. Partnerships with parents and carers are very secure and ensure each child's individual needs are met. Staff work closely with parents and confidently know each child's personal and individual learning details. This is enhanced by daily informal discussion with parents and carers who are also invited to attend individual meetings and complete questionnaires. They have access to the group's policies, procedures and regular newsletters which keep them informed of events and topics. Links with other settings and agencies are well-established and promote integration of care, education and extended services.

Children's learning and welfare is effectively promoted as the recommendations from the last inspection have been positively addressed. The staff team are passionate about their work and pro-active in reflecting on their practice. There is a very strong ethos to evaluate all aspects of the provision. Areas to develop are clearly recognised and changes are made in workable stages. However, the staff are not confident in their abilities relating to self-evaluation and as a result systems used do not fully support the actual work being undertaken.

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

Children are very happy and settled at the group. Play is extremely purposeful as staff are expert at giving encouragement and ideas about activities. For example, a child building a tower is encouraged to carefully consider where to put the blocks to make the tower secure and consider how many blocks it will take to reach the ceiling. Children concentrate well, are fully involved in activities and confidently self-select and enjoy activities alone, in small groups or with an adult. Staff are skilled in becoming involved in activities or standing back to enable children to experiment and explore. Interactions are very good and all children benefit from caring, warm staff. Children's communication is extremely well promoted as staff and children hold detailed conversations about their experiences, family and lives. They are learning good social skills as they follow the group's rules based on respect, kindness and safety. Children respond to staff consistency in encouraging good behaviour. They understand the reasons why some behaviour is unacceptable as staff point out possible consequences for other people. Children are encouraged to tidy away resources after use and they consider and help each other. A strong sense of self is promoted as staff use positive encouragement and praise. Children self-select activities and topics and become independent as this is a strong part of the group's ethos. However, this is not fully supported as the routine for snack does not completely promote self-awareness as staff cut the fruit for the children and this is placed directly onto the table.

The learning environment excellently supports children's progress towards the early learning goals. Activities and themes are extended and developed from children's interests, ideas and events. For example, a planned World Cup theme with children investigating football through activities and books is extended by the children as they learn about the different countries involved. They use a globe and a variety of national flags and paint their own flags. Specific country themes which look at culture and people continue the topic. A child talking about a visit by gas engineers in the area results in the children creating their own work area with safety helmets and tools. Within this they discuss safety, they measure and talk about their 'construction'.

Children have many opportunities to learn about nature including monitoring caterpillars which turn into butterflies in the setting. This is enhanced by posters, books and displays relating to 'The Hungry Caterpillar' and creative activities. Throughout the setting children undertake many creative and free expression activities, such as spontaneously making and decorating their own paper bracelets. They enjoy a rich variety of spontaneous, planned, and child-led with adult support, activities involving colour, early language, problem solving and calculation. A love of books, singing and rhymes is developed including active rhyme sessions and individual story times. Children self-select rhymes by using pictorial prompts.

Children's experience is enriched, and their knowledge of the world increased, by visitors to the group and staff responding to children's questions from the developing topics. 'Dads Week' includes a parent bringing in pulleys and ropes for

the children to use with outdoor toys. A child's question about why people wear a red poppy results in a theme about the reasons for Remembrance Day, children make their own poppy, visit the church and talk about older people and their experiences. A pre-school election for the best story is developed during the general election with children using a polling station to cast votes, they count and record the results. Outings to the local community include the library, bowling and a 'Bear Hunt' in the city centre where children also investigate the buildings and sculptures.

Children's welfare and safety is robustly supported. They feel safe in the group and with the staff as they confidently approach adults and respond positively to the established hygiene and safety routines. They learn about danger by themed activities involving road and personal safety. Individual children's fears are allayed as staff use play opportunities to address their issues. A child is reassured about going to school by staff using a small world school. Children are learning about self-care as they fully understand the reasons for washing their hands and why they need sun-cream and hats. To promote healthy living children enjoy free-flow access to a secure outside area and physical exercise sessions in the group. They learn about food as they plant, care for, harvest and eat vegetables and fruit they have grown. Throughout related activities and snack time staff talk to the children about healthy eating, self-care and promote good hygiene.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2

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	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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Annex B: the Childcare Register

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