

Holway Community Pre-school

Inspection report for early years provision

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Inspector Brian Evans

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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

Holway Community Pre-school is managed by a voluntary committee of parents. It opened in the 1980's and operates from a classroom within Holway Park Primary School on the outskirts of Taunton. Children have access to an outside play area which is shared with the reception class at the school. They also have use of the school facilities. Children come from Taunton and a wide catchment area.

A maximum of 22 children may attend the pre-school at any one time. The group is open each school day during term times from 9.00am to 3.00pm. There are currently 48 children from age two to under five years on roll. Of these 36 children receive funding for nursery education. The group supports children with special educational needs and/or disabilities.

The group employs seven staff. Of these, three hold level 3 qualifications, one is working towards a level 5 and another is working towards level 3. Two hold level 2 qualifications. The group receive support from the local authority. They have close links with the school, which most of the children go on to attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because the setting works closely with parents to provide high levels of care. There is a good partnership with other agencies which enables the setting to meet the needs of the individual child. Children are safe and secure and have a stimulating spread of play experiences and activities. Staff work together as a well-knit team and continually strive to improve the provision through careful reflection on their practice.

What steps need to be taken to improve provision further?

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

- fully implement plans to extend resources for developing children's literacy and numeracy further
- provide expertise for staff in meeting the needs of children with English as an additional language.

The effectiveness of leadership and management of the early years provision

The manager is a good leader and has a clear vision for developing the setting further in partnership with the host school. She has built an effective and complementary team around her. Safeguarding procedures are robust. No adult is allowed to be alone with a child unless they have undergone rigorous checks with regard to their suitability to work with children. Well organised documentation, risk

assessments and detailed records ensure that the children are cared for appropriately. Policies and procedures, including those on equality and diversity, are updated regularly to ensure that they reflect the best practice and are followed consistently by staff. Since the last inspection emergency evacuation routines are now firmly embedded.

Each member of staff has a detailed professional development folder which exemplifies how eagerly they take up training opportunities and thereby drive forward improvements in children's welfare and learning and development. Systems for evaluating the setting's effectiveness are good. The setting recognises that staff need more training in meeting the needs of children with English as an additional language.

Staff work very closely in partnership with the local authority, striving to improve their good practice further. Resources are deployed effectively. For example, the setting has used additional funding from the government to safely add large apparatus to the outside area. This is shared with the children in the host school's Reception class. Space generally is at a premium and the staff are constantly seeking ways of using the available secure outside play areas as efficiently as possible to enrich children's learning and development. Staff plan regular visits to nearby natural resources including a community garden and a copse.

Parents have an excellent rapport with the staff and value highly their support for them in helping their children develop as individuals. In a February 2010 survey one parent wrote that 'her child loves coming to pre-school' and another stated that she was 'very happy with the help given for speech and learning'. There is a close partnership with the Reception Class on the same campus. This has helped all staff to work together to gain a deeper understanding of the requirements of the Early Years Foundation Stage. All of these factors underpin the setting's good capacity to sustain improvement.

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

Children are happy, feel very secure and engage in a happy buzz of activity. They choose their activities and move freely between the indoor and outdoor resources. Children relate cheerfully to one another and to staff. There is a very good balance between children being allowed to make their own decisions and the sensitive guidance given by staff based on the diverse individual needs. Planning includes a range of varied and stimulating activities covering all areas of learning. For example, in the outside area three children were practising using their bucket paddles to catch balls and inside a younger group were discussing animatedly a pack of model insects. Extending the range and quality of resources is a consistent theme in discussions between staff. Those at the painting table were delighted to see their colourful designs valued and displayed by the staff and a three year old cook prepared make-believe bacon and eggs for a visitor. Key persons take a close interest in children's welfare.

Since the last inspection staff have made good progress in recording individual

progress in the child's folders. Each child's 'learning journey' contains good brief written observations accompanied by samples of work. These are divided across all areas of learning and show good progress over time. Children's work, writing, photographs and observations are shared with parents. Achievement is analysed well by a child's key person and the next stages of learning identified. Children enjoy looking through the photographs and samples of their work in their folders. This information provides a good basis for the assessments which will then be handed on to the primary schools. As a result of their self-evaluation process staff recognise that they need more resources for developing children's literacy and numeracy skills.

An emphasis on developing children's personal, social and emotional skills enables children to play cooperatively with their friends. Staff pick up on children's individual interests and encourage them to be active learners and to think critically. Staff quickly respond to an individual child's needs as, for example, by reading a storybook brought to them by a child.

Children are becoming independent. For example, they decide when they want their snack and enjoy eating their fruit and drink in a small social group with an adult. These discussions reflect an excellent understanding of effective hygiene routines and the benefits of an active lifestyle. Children behave well. They confidently talk with adults and with each other. Staff quickly pick up on children who are having a difficult day and have the skills to calm them and redirect their energies. Relationships with each other and with adults are productive. Children make good progress in their communication skills.

The setting's focus on welfare including hygiene routines is good. Parents are very appreciative of the positive ethos in the setting and its impact on the enjoyment of their children. Their recent feedback included very favourable comments on the new toilets which are being built over the Easter holidays.

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	1
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

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	1
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

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