



Holly Hill Pre-School

Inspection report for early years provision

Unique Reference Number	EY306963
Inspection date	09 November 2005
Inspector	Sheila Dennis / Tonia Chilcott
Setting Address	The Parish Rooms, 217 Barnes Lane, Sarisbury Green, Southampton, Hampshire, SO31 7BH
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Registered person	Amanda Claire Williams
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Holly Hill Pre-school opened in 2005 and operates from three rooms in the Parish Rooms at Sarisbury Green, near Southampton. It is privately owned and managed.

A maximum of 48 children may attend the preschool at any one time. The children are divided into two groups with up to 26 children in one room. The pre-school is open each weekday from 09:15 until 12:15 term time only. Children have access to an enclosed courtyard area.

There are currently 32 children from 2 years to under 5 years on roll. Of these, 24 children receive funding for nursery education. The pre-school serves the Sarisbury Green and Fareham area.

The Pre-school employs nine members of staff. The leader and seven members of staff have relevant qualifications for their roles, five have a level three qualification and two have level two qualifications.

The pre-school receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good understanding of personal health and hygiene practices as staff consistently promote these throughout the daily routine. For instance, children know when to wash their hands, doing so with support from staff as needed. Children are protected and kept healthy by staff who act as good role models and who implement effective policies and procedures.

Children enjoy a range of healthy and nutritious snacks, which are prepared by staff, taking full account of children's individual needs. Children are able to request a drink of water at anytime throughout the session, although consideration has not been given to children who may not be able to verbally express their needs to staff.

Children benefit from regular opportunities to practise their large muscle skills. They carefully negotiate space and successfully combine and repeat a range of movements as they take part in ring games and action rhymes. Children develop good manipulative skills and hand-eye coordination through a wide range of activities such as using small tools and equipment during creative activities, taking part in construction activities and using pens, paint brushes and glue spreaders with confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are secure and confident within this warm and welcoming environment, where staff implement effective procedures to ensure that all areas children access are safe. Children freely make choices from the wide range of toys and materials available to them. All resources are well maintained; staff ensure that toys are safe, clean and pose no hazard to children.

Children are well protected by staff who have a clear understanding of safety procedures within the setting. For example the systems to ensure that children are safe whilst entering and leaving the setting are clearly understood by staff and effectively implemented. Children are supported and supervised by staff who are vigilant and work together very well as a team. Children learn about fire safety whilst

taking part in regular fire drills.

Children are protected by the staff's good understanding of child protection issues, although recent updates in policy have left some members of staff less confident in the specific procedures for reporting concerns within the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and secure; they are welcomed into the setting, enjoy good relationships with staff and are familiar with the routines. All children access a wide range of activities which contribute to their enjoyment and well being; staff adapt activities to ensure that the individual needs of children are met.

Nursery education

The quality of teaching and learning is good.

Children enjoy a stimulating environment; they have a positive attitude to learning, display good levels of involvement and begin to show independence as they make choices. Children relate well with their peers and cooperate as they take part in activities together. Children develop good self-care skills and their self esteem is very effectively promoted as staff listen carefully to them and value their contributions.

Children speak confidently in group situations, they listen carefully to stories and join in enthusiastically with songs and ring games. Children quickly learn to recognise the initial sounds of their names and develop an understanding of the letters which represent these sounds. During activities, staff make good use of opportunities to introduce new words to children to extend their vocabulary and encourage them to use descriptive language. For example, as part of "our senses" theme, children explore the different textures and smells of play dough, corn flour gloop and smell pots and talk about these experiences. Children also begin to understand the purposes of writing for example, as they record children's orders in the role play café and write their names on their work.

Children gain confidence in using numbers for counting and they are increasing their knowledge of mathematical language to describe shape and number through planned and routine activities. Older children also benefit from opportunities to develop their understanding of addition and subtraction through enjoyable activities such as taking part in the role play café.

Children use their imagination well and are competent in expressing and communicating their ideas. They gain an understanding of the world around them through interesting and worthwhile activities which are well planned by staff. For example, children do bark rubbings, collect autumn leaves and study minibests, they also find out about other people's beliefs and cultures through creative activities which are linked to different festivals.

Staff have a sound knowledge of the foundation stage and ensure that children are

provided with a very wide range of stimulating activities which are linked to the stepping stones. Staff carry out observations which are added to individual child records. However, these are not always used to inform the planning to ensure children are fully supported and challenged in their learning.

Staff make good use of time and resources and children are generally well engaged in activities, however, on some occasions younger children lose interest when elements of the session are too long. Staff support new children and those making the transition between the rooms very well and they quickly gain confidence in the new routine. Staff build strong relationships with children; they use skilful questioning to extend children's learning and their positive and encouraging approach promotes children's self esteem effectively.

Helping children make a positive contribution

The provision is good.

Children are looked after in a caring environment where they are valued, treated with respect and equal concern. Children settle well into the preschool, they are secure and familiar with the daily routines, for example, they respond well to musical cues and help to tidy away toys. Although the pre-school does not have any children with special needs currently attending, staff have a positive attitude towards inclusion.

Children behave well in this calm environment; their individual contributions are valued and they receive plenty of praise and encouragement from staff. Children develop a sense of community and a positive understanding and appreciation of different cultures through a range of interesting and enjoyable activities. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents are provided with information about the pre-school's policies and procedures; however, the complaints procedure does not clearly specify how parents can make a complaint or contact Ofsted. Parents are involved in their children's learning as they are kept informed about topics and themes and children are encouraged to bring items from home which link with these. Parents find staff friendly and approachable and are kept well informed about their children's progress through regular discussion with staff.

Organisation

The organisation is good.

Children feel at ease within this environment which is well organised, making good use of staff time, space and resources to provide good play opportunities for children.

The staff team are suitably qualified and experienced to work with children; they continue to update their knowledge and skills. Effective procedures for the appointment of staff and a thorough induction programme are in place. The set of policies and procedures which promote children's welfare and education, are currently being reviewed by the staff team. All required documentation is in place,

and is stored in a secure yet accessible manner. The setting meets the needs of the range of children for whom it provides.

The quality of leadership and management is good and enhances children's play and learning experience. The leader ensures that all staff are able to share ideas and contribute to the planning and evaluation of activities. The leader and staff work well together as a team and demonstrate a commitment to continually develop and improve children's care and education, through training and working with the local authority.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop the complaints procedure to ensure that it clearly details how parents can make a complaint and how to contact Ofsted.
- ensure that drinking water is available to all children throughout the session.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make better use of assessments of children's progress to plan activities that

maximise children's learning potential.

- ensure that all elements of the session are of an appropriate length, according to the needs of children.

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