



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110120

DfES Number: 520123

INSPECTION DETAILS

Inspection Date 19/04/2004
Inspector Name Clare Moore

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hollytree Community Pre-School
Setting Address The Community Centre
Fleming Avenue, North Baddesley
Southampton
Hampshire
SO52 9EJ

REGISTERED PROVIDER DETAILS

Name The Committee of Hollytree Community Pre-School

ORGANISATION DETAILS

Name Hollytree Community Pre-School
Address The Community Pre-School
Fleming Avenue, North Baddesley
Southampton
Hampshire
SO52 9EJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Hollytree Community Pre-School opened in 1976. It is managed by a voluntary committee of parents. The pre-school runs from the main hall in a Community Centre in the village of North Baddesley near Southampton and serves the local area.

There are currently 46 children from two to under five years of age on roll. This includes 26 funded 3-year-olds and 14 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs. There are no children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9:15 to 12:00 from Monday to Friday and 12:30 to 15:00 on Tuesdays and Thursdays.

One full-time and eight part-time staff work with the children. Three staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Hollytree Community Pre-School provides satisfactory care for children from two to five years of age.

Staff are friendly and approachable and the environment is spacious and light. Records are up-to-date and most requirements are detailed in the policies and procedures. There is a broad range of equipment and resources. Staff know what is expected of them through regular team meetings, informal discussion and training. Staff work well together as a team. New staff are checked for suitability and most references and training are in place.

There are clear procedures that promote the good health of children and prevent the spread of infection. Snacks and drinks are offered regularly. Staff work closely with parents and professionals to help children who have special needs and to protect

children from harm. Safety is given careful attention and the premises are secure.

An interesting variety of activities are offered with all of the children taking a full part and enjoying their play. Staff know individual children well and their observations help them to move children on in their development and learning. Children are co-operative and good behaviour is encouraged with a calm approach and praise.

Information is frequently exchanged with parents through discussion. Parents are also informed about the setting through the prospectus and regular newsletters. Parents are welcomed onto the committee and encouraged to be involved in the group. Most aspects of confidentiality are respected.

What has improved since the last inspection?

At the last inspection the setting was asked to increase knowledge of equal opportunities within the setting and increase knowledge of behaviour management within the setting.

Four members of staff have since attended a "getting started in pre-school practice" course where equal opportunities was included. Staff plan to attend a course on this subject when one becomes available in the area.

Four members of staff have since attended behaviour management courses and two have attended an advanced course. As a result, this knowledge has been shared and a folder has been introduced for all staff to refer to. A member of staff has been designated to take responsibility for child protection.

What is being done well?

- Staff are friendly and approachable and children and parents are warmly welcomed. The environment is spacious and light. There are displays that include children's work, a variety of word, number and picture posters and information about themes.
- Staff work closely with parents and professionals to protect children from harm. They are aware of the signs and symptoms of child abuse and have a good understanding of procedures to be followed if there is cause for concern.
- Provision for children with special needs is monitored carefully and staff work closely with outside professionals to ensure that children's needs are met.
- The children are settled and play happily. Staff are good role models and manage children's behaviour well.

What needs to be improved?

- the recruitment procedures and induction training
- the policies and procedures

- the accident record book.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Develop recruitment and training procedures to include health checks on new staff and induction training to comply with current requirements.
6	Develop the recording of accidents to ensure confidentiality.
14	Review policies and procedures to ensure that they comply with current requirements, including details about what will happen if there is an allegation against a member of staff, what will happen if a child is taken ill at the group, times of the arrival and departure of children and the contact details for Ofsted in the complaints procedure.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Hollytree Community Pre-school provides nursery education which is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals in communication language and literacy and knowledge and understanding of the world. Their progress in all other areas is very good.

The quality of teaching is generally good. All staff are involved in planning a curriculum that stimulates learning across the six areas. An effective key worker system ensures that staff have good knowledge of individual children. They record children's achievements, but do not always show areas to be targeted for development. Staff liaise with other professionals to develop their provision. They ask questions and make suggestions that promote learning. They engage children in conversation, developing language skills and including counting throughout activities. They help all children to enjoy books and stories. They use praise and encouragement to build children's confidence and help children to develop independence. They spend most of their time working directly with the children but are not always deployed in the most effective way. They provide a balanced range of adult led activities and opportunities for children to initiate their own activities.

Leadership and management is generally good. The supervisor leads a strong staff team who work well together. Staff are supported and strongly motivated in updating their skills and knowledge, but there are not yet job descriptions or appraisals in place. The management committee takes responsibility for staff recruitment and employment.

Partnership with parents is generally good. Parents are made welcome in the group and serve on the management committee. They receive comprehensive information about the pre-school, but not enough about their children's progress. They are confident in discussing any concerns with staff.

What is being done well?

- Children make particularly good progress in personal, social and emotional development. They leave their parents with confidence and interact well with other children and adults. They learn to be independent in their personal care.
- They behave very well and understand routines and conventions in the group.
- Children are encouraged to use their imagination and creativity through a range of activities such as designing and constructing using their own ideas. They explore rhythm through rhymes, songs and with musical instruments. They experiment with colour by mixing paints and investigate malleable

materials though working with clay and play dough.

- Children enjoy frequent opportunities for exercise and physical challenges. They show enthusiasm and a real sense of achievement when successful.
- Children use and practise numbers and counting in groups and in practical activities, for instance when lining up to wash hands before snack time, and when reciting rhymes. Staff use games to help children have fun when learning about number, shape, words letters and sounds.
- Children use their fingers to help them count and gain an understanding of number groups.
- Staff work hard and they all contribute to the strong team. They share information and are involved in the planning through regular team meetings and informal discussion. They are highly motivated to improve their knowledge and skills through training and working with professionals.

What needs to be improved?

- the deployment of staff, so that they become more involved and interact more often in children's play to promote learning
- the system to use observations and assessments to move children on to the next stage in their learning and share the records with parents
- the information given to parents, so that they are given suggestions about how they can help children to progress in their learning at home and know who the key worker is for their child.

What has improved since the last inspection?

At the last inspection the pre-school was asked to consider how to display the books so that they are more attractive to the children and encourage their use more often.

This has been achieved. Books are set out in a variety of ways in the book corner to give children different choices. The book corner is comfortable and inviting with a soft floor covering, cushions, bean bags and library type children's chairs and is frequently used by children.

It was also asked to think about how staff could use displays of familiar words to develop children's recognition of them. This has been achieved. Name labels have been made up and attached temporarily to objects and parts of the hall, for example the door, the window, the role play area and interest table.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Most children sit quietly to listen and are able to concentrate for sustained periods. They are confident in moving between activities and relate well to other children. They learn to take turns, to share and are sensitive to the needs of others. They are becoming very independent in their personal care, visiting the toilet independently and remembering to wash their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident speakers and take turns in group discussions, although there is sometimes disturbance from background noise. They enjoy looking at books and listening to stories in a well-equipped and comfortable reading area. They are developing an understanding of rhyme and join in enthusiastically. They learn to hear and say the initial sounds in words. Most can recognise their printed names. They use writing and mark making in role play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff make counting an integral part of daily activities. Most children can count to five and some to ten and beyond. They work with groups of numbers to gain an understanding of simple calculation. They learn to recognise numerals using games and puzzles, the weather board and use various resources to learn about shape and colour. They practise mathematical language in games, rhymes and in practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to investigate, observe and talk about what they see. They observe cress and beans growing and discuss the seasons and weather in group activities. They learn about their local community from visitors and local outings. They design and build with construction toys and with recycled materials. They use tape recorders, programmable toys and electronic keyboards as an introduction to technology. They are restricted in the use of sand and water indoors.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop good spatial awareness and learn to balance, jump and throw through using an obstacle course indoors. They show skill in transporting chairs safely. They use a range of tools and materials such as pencils, paint brushes, bungee painting, scissors, sticky tape glue and spreaders. Staff teach them the importance of good hygiene practice and self care in keeping healthy through daily routines and themes.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to use their imagination through a range of activities such as designing and constructing using their own ideas and through role play. They explore rhythm through rhymes, songs and with musical instruments. They experiment with colour by mixing paints and they investigate different textures by taking rubbings of bark, a grid and concrete surfaces, and collecting materials from outside to make a nest.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the deployment of staff, so that they become more involved and interact more often in children's play, to promote learning
- develop the system of observations and assessments to move children on to the next stage in their learning and share the records with parents
- develop the information given to parents so that they are given suggestions about how they can help children to progress in their learning at home and be given information about the key worker for their child.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.