

# Hollesley Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	251519
<b>Inspection date</b>	29/03/2011
<b>Inspector</b>	Sue Rogers

<b>Setting address</b>	School Lane, Hollesley, WOODBRIDGE, Suffolk, IP12 3RE
------------------------	---

<b>Telephone number</b>	07743 990408
<b>Email</b>	nuttychef@bumble67.plus.com
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Hollesley Pre-School re-registered in 1995. It is situated in the grounds of Hollesley Primary School in Hollesley, Suffolk. All children share access to a secure enclosed outdoor play area. The pre-school serves children who live in the village and the surrounding local areas.

Opening times are from 8.30am to 3.30pm each weekday during term time. A maximum of 24 children aged from two to five years may attend the pre-school at any one time. There are currently 24 children on roll, all of whom are all in the early years age group. The pre-school receives funding for early education places. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs four members of staff, three of whom hold early years qualifications, of whom three hold qualifications at level 3. It is supported by the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

A bright, purposeful and stimulating environment encourages children to make excellent progress in their learning and development. Staff are extremely skilled and are committed to providing exemplary care so that all children achieve high outcomes. Partnerships with additional agencies and parents are outstanding and bring about excellent levels of continuity in children's learning. Children with special educational needs and/or disabilities and those who speak English as an additional language are shown very high levels of sensitivity. Staff engage in a very rigorous self-evaluation process, and this ensures they have an excellent capacity for further improvement.

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

To further improve the high quality early years provision the registered person should consider:

- developing further opportunities for parents to contribute to their child's ongoing learning.

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

Children are extremely well safeguarded as staff have an excellent knowledge of child protection procedures. Staff have implemented very robust policies and

procedures and understand their roles fully. All staff have completed updated child protection training and ensure that parents are aware of their responsibilities. The dedicated staff team are immensely supportive of one another. All staff have their training needs carefully monitored, and are confident and knowledgeable practitioners. Documentation, policies and procedures are very well presented, regularly reviewed and very effective in protecting the needs of the children that attend. Staff vetting, recruitment and induction procedures are extremely thorough, ensuring that all staff are fully suited to their role and have excellent skills. Risk assessments are conducted very regularly and are meticulously documented in order to maintain a very safe environment for the children. Staff ensure that the premises are kept tidy, bright and welcoming, which helps to promote very strong feelings of safety among the children. Children learn how to take measured risks in the stimulating play areas as staff provide excellent supervision and advice.

Children with special educational needs and/or disabilities and those who speak English as an additional language receive excellent levels of care as staff access a wide range of support links and resources to support children's learning. Staff deploy their resources extremely well to support children's understanding of equality and diversity. The children celebrate festivals and learn about different cultures through an engaging array of toys, books and displays, which ensures they become very aware of the world around them. Staff are self-critical of their work and have established a meticulous self-evaluation process that takes in to account the views of parents, carers and children. This results in a fully consolidated approach from all participants, which brings about excellent levels of improvement.

Staff have established outstanding links with local schools to ensure children experience a smooth transition as they move from the pre-school into full-time education. They work closely with reception teachers and regularly arrange visits to the host school's class rooms to promote children's feelings of safety and care. The children also receive specially designed folders containing photographs of their new school before they transfer. This attention to detail further promotes excellent continuity and demonstrates the highly productive links between with the school . Partnerships with additional agencies are extremely positive, and staff access a range of training opportunities and advice through their links with the local authority and other early years settings. Links with parents and carers are excellent, as staff provide them with a full range of information about their qualifications, activities their children enjoy and the running of the setting, and make them feel warmly welcomed. Although some parents regularly add to their child's learning records, staff do not consistently encourage them to contribute about their home experiences and achievements so as to further extend their children's learning.

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

Staff evaluate children's individual stages of development and match their progress against each area of learning to ensure that they consistently make excellent

progress. Children's next steps are meticulously planned, and take into account their changing learning needs and preferences. Through this robust system, each child accesses a thoroughly enjoyable and challenging range of activities, which are individually tailored to their learning styles. Staff provide an excellent programme of events and themes to promote children's independence.

Children form very firm friendships with each other and readily include others in their imagined play scenarios. They show great care towards their play environment, and they tidy away their toys and plates when they have finished eating or playing. They demonstrate exemplary levels of behaviour when they independently wash their plates at the end of snack time. Children enjoy frequent walks around the local area, and study the hedgerows to learn about plants, birds and insects. They study the life cycles of insects and frogs and can recall the changes that occur as a caterpillar changes into a butterfly. Children use their imaginations freely and extensively as they create effective three-dimensional models that depict their imagined scenarios and make a range of collages from twigs and leaves they collect when on nature walks.

Children freely access the interesting and stimulating outdoor area, which provides them with excellent physical challenges. They balance carefully on beams, travel over a wobbly bridge and crawl through an upturned tyre and tunnels. Children's feelings of safety and confidence are heightened as they learn how to respond safely to animals and discuss their own safety in different situations when they go on planned visits to the seaside. Each day, children enjoy nutritious snacks and choose from a wide range of fresh fruits and vegetables. They have an excellent understanding of their own health and confidently discuss which foods are beneficial to their bodies. They readily access drinks of water throughout the session, ensuring their welfare needs are extremely well met.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----