

Holly Hill Pre-School

Inspection report for early years provision

Unique reference number	EY306963
Inspection date	28/03/2011
Inspector	Michele Beasley

Setting address	The Parish Rooms, 217 Barnes Lane, Sarisbury Green, Southampton, Hampshire, SO31 7BH
Telephone number	01489 577572
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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*.

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Description of the setting

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. It has two outdoor areas and serves the local community.

The nursery is registered on the Early Years Register to care for 48 children. There are currently 39 children on the roll. This includes 32 children who are in receipt of government funding for nursery education. The pre-school currently supports children with learning difficulties and/or disabilities. The group opens five days a week during school term time only. Children attend for a variety of sessions which are from Monday to Friday 9.15am -12.15pm and Monday and Thursday 12.15pm - 1.10pm, this includes a lunch session.

There are eight staff employed to work with the children including a manager and two supervisors. All hold early years qualifications to National Vocational Qualification level 2 or 3. Volunteers and parent helpers are also encouraged to work in the setting. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and occupied with suitable activities. Children make sound progress in their learning given their starting points and capabilities. Staff work well with parents and carers and external agencies to meet the needs of the majority of children. Although most paperwork is in place, some documents lack required details. The staff continue to reflect on practice and systems and demonstrate that they show a clear willingness to make continuous improvements.

What steps need to be taken to improve provision further?

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

- develop the learning environment for children to use their home language in their play and learning, whilst providing meaningful context in which children have opportunities to develop English
- identify next steps for children and provide more opportunities for parents to make written comments about their child's progress to involve them fully in their child's learning

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, understood and regularly reviewed to ensure children are well protected and cared for by suitably qualified and experienced practitioners. A written risk assessment is in place for the internal and external of the premises, this is maintained in sufficient detail as required. High adult ratios ensure that children are well supervised and staff are well deployed through the setting. Appraisals are completed and training needs identified which enables staff to continue with their professional development.

Parents receive information about the pre-school. Examples include information outlined in the prospectus, policies and procedures and newsletters. Parents are routinely informed of their child's achievements on a daily basis and observation records are in place to share. However, next steps are not identified for all children and even though parents are invited to contribute to their children's records some choose not to. Parents are invited to come in to share their experiences, skills and cultures with children, increasing their understanding of diversity and the wider world. Feedback from parent questionnaires and parent helpers are positive, parents find staff friendly and approachable and know who their child's allocated key person is.

Strong links are developed between practitioners and other providers involved in the care of children attending the setting. Staff help children's smooth transition to school and the reception class teacher from the local school visits the setting. Outside professionals visit to support children with special educational needs and/or disabilities. Staff have identified that support for those with English as an additional language at this time is not fully effective in ensuring that children reach their full potential. Resources are suitable to support children's learning and development. They are attractively labelled and displayed to promote children's interest.

Self- evaluation through monitoring and reflection on daily practice is carried out and the recommendations from the last inspection have been met. Staff have a clear understanding of the benefits of reflecting and evaluating their provision. They demonstrate a willingness to make continuous improvements to ensure they offer the best possible care.

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

Children enjoy their time at the group and staff offer support and develop and extend children's knowledge. Observation and assessments and their use in planning are positive. Children have opportunities to make choices and their developing independence is promoted well. They move freely around the pre-school and outdoor area selecting their activity. Children show an interest in learning and are active and curious learners as they concentrate hard on threading

hard pasta onto laces then try to tie a knot in the end to make necklaces.

Clear defined roles and responsibilities, an established routine and the effective implementation of the key person system helps children to settle, become confident learners and make good progress in their individual learning. Children's language skills develop well benefiting from good opportunities to contribute to discussions and make suggestions. Children gain an early understanding of letters and enjoy books, all of which lay firm foundations for skills needed in future life. Incidental opportunities to gain an early understanding of number, by counting out bowls and cups at snack time are part of the children's routine. Children use information and communication technology equipment, such as a computer. Children skilfully control and click the mouse to command a paintbrush on the screen to colour an animal of their choice.

Children's behaviour is very good and they know what is expected of them. Consistent boundaries are reinforced through discussion. Children talk confidently about how to keep safe whilst digging in soil outside with varying sized spades this demonstrates an awareness of safety issues and showing a strong sense of belonging within the setting. Visits to the green and park to play on larger equipment and feed the ducks enable children to explore their local surroundings. They investigate the environment around them and buy stamps from the village shop, and post their written letters in the local post box. Children develop a strong sense of belonging and responsibility forging strong links with the local community. They participate in music and movement to known songs and delight in planting and caring for produce outside such as potatoes, tomatoes and green beans.

Throughout the provision, staff achieve a good balance of adult-led and child-chosen play. Planning throughout the pre-school centres around the six areas of learning both indoors and out. Staff understand the value of observing children's play and assess what children do frequently. They know the children well, however, next steps for some children are not identified and even though parents are invited to contribute to their children's records some choose not to. Children play together in the sand, paint fencing with water and make cakes with playdough. Children work together and develop collaborative skills and learn to share and take turns and thus develop skills.

Children are beginning to show an understanding about healthy lifestyles. They eat and enjoy a selection of fruits, vegetables and healthy snacks. They demonstrate good levels of independence as they follow suitable toileting routines and enjoy the benefits of regular exercise both indoors and out.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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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