

Hollywood Pre-school Daycare

Inspection report for early years provision

Unique reference number EY357310
Inspection date 06/05/2011
Inspector Janet Keeling

Setting address Hollywood Primary School, Pickenham Road,
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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

Hollywood Pre-school Daycare registered in 2007 and is run by the committee of Grendon and Billesley Nursery and Family Centre Limited. It operates from purpose built facilities situated within Hollywood Primary School in Hollywood, Birmingham. Children have access to an enclosed outdoor play area. The setting serves children and families from the local and surrounding areas.

The setting is open Monday to Friday from 8am to 5pm during school term time only. A maximum of 24 children from three to eight years may attend the setting at any one time. Currently there are 36 children on roll, all of whom are within the early years age group. The setting is in receipt of funding for early years education. Children attend for a variety of the sessions.

The setting has systems in place to support children with special educational needs and/or disabilities and for children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, three hold National Vocational Qualifications (NVQs) at level 3 and two hold NVQs at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and are happy and settled at this welcoming pre-school. Staff are enthusiastic, work well as a team and have a good understanding of the Early Years Foundation Stage framework. Practice is inclusive, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Effective partnerships with parents and other early years professionals have been established ensuring continuity of care for all children. The manager demonstrate a positive commitment towards the sustained and continuous improvement of the pre-school and since taking up her position has made some positive improvements. The pre-school is now well placed to develop in the future.

What steps need to be taken to improve provision further?

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

- improve induction procedures for relief staff and students, ensuring they are given full information and guidance on their roles and responsibilities while working in the setting
- improve the process of self-evaluation in order to better identify the setting's

strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

Priority is given to safeguarding and protecting children. All staff have a good understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Criminal Records Bureau checks are in place for all staff to ensure their suitability to work with children. Effective recruitment and vetting procedures are in place, together with induction procedures for new staff. However, induction procedures for relief staff and students, to ensure they are given full information and guidance on their roles and responsibilities, are less well developed. Risk assessments are completed and reviewed yearly. Daily safety checks are in place and cover all aspects of the environment and, as a result, hazards to children are minimised. Staff routinely verify the identity of all visitors and have robust procedures in place for the safe arrival and collection of children. The learning environment is well organised, allowing children to move freely and independently around the designated learning areas. Good quality resources are accessible and well maintained. Staff are deployed effectively to ensure that children are supervised safely at all times.

The manager has been very effective in building an enthusiastic team who work well together. They have a shared vision and a good commitment to improving outcomes for children and demonstrate a positive attitude towards the continuous improvement of the pre-school. Systems for monitoring the quality of the pre-school are developing. This means that staff do not yet have a full understanding of the its main strengths and areas for improvement. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the pre-school, where all children are welcome regardless of their background. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated, which supports children's care and well-being. Staff recognise the importance of working in partnership with other early years professionals and have been effective in establishing links with teachers in the foundation stage unit at the host school.

Partnerships with parents and carers are good. Parents are invited to visit the pre-school before their child starts and also receive a prospectus which outlines the organisation of the pre-school. Effective settling-in procedures are tailored to meet children's individual needs and help to support them in their transition from home into the pre-school environment. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. The informal exchange of information at the start of each session ensures that children's changing needs are consistently met. The effective key person system strengthens relationships between staff and parents. During the inspection parents spoke very highly of the pre-school. Comments included; 'we are very pleased with the care our child receives', 'we feel well informed about our child's learning and progress' and, 'we find staff very friendly and approachable'.

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

Children happily enter the pre-school and receive a warm welcome from staff. They are very well cared for and benefit from the wide range of learning experiences that are available for them. Space, both indoors and outdoors, is well organised and this allows children to make choices about their own learning and play. They respond to challenges with enthusiasm and show good levels of independence, curiosity and imagination. There is a good balance of adult-led and child-initiated activities that result in children being creative and active learners. Staff interact positively with the children and support them as they play. On admission to the pre-school information about each child is gathered through discussion with parents and carers. Information gained is used effectively to support each child's individual needs. Staff know the children very well as they observe and assess them as they play. The manager has introduced a 'development book' for each child, which contains both photographic and written information of a child's learning and achievements. Parents are welcome to see their child's development records at any time.

Children achieve well and enjoy themselves as they engage in a range of activities that support their individual interests and learning needs. They are developing a love for books as they freely access a range of interesting books in the book corner and enjoy story time. They learn that print carries meaning as they identify their name cards at registration time and are encouraged to develop early writing skills as they play. For example, they use chalks to draw shapes on the outdoor chalk boards and record how many insects they find in the garden. They enjoy music and enthusiastically join in with a range of songs and action rhymes. Outdoors, there is great excitement as a group of children enthusiastically play a range of instruments and tunefully sing Frere Jacques. They giggle with delight as a member of staff takes their photograph to record their wonderful performance. Their creativity is fully supported through good access to a range of role play equipment, construction toys and to a wide range of media. At the sand tray children talk happily together as they explore the dry and wet sand. They talk about the wet sand feeling 'slimy and sticky', and comment on its colour. Their understanding of numbers, shapes and weight is developing well through everyday activities. For example, they count how many children are present at circle time, competently recognise a square and round brick and talk about the heavy and light sand. They enjoy being in the fresh air and relish the outdoor activities. They have good opportunities to explore their natural environment. For example, they hunt for insects and spiders in the garden and talk about how the weather changes. They plant potatoes, daffodils and lilies and help to water them each day. Their physical development is supported very well as they confidently pedal bikes, skilfully throw balls and negotiate scooters.

Staff encourage children to keep themselves safe as they discuss the appropriate use of equipment, engage in regular emergency evacuation procedures and learn about road safety as they engage in role play activities. Children are happy, secure and develop a sense of belonging at the pre-school. They behave well, responding positively to the boundaries set, such as helping to tidy away. Gentle reminders

from staff also help children develop a sense of right and wrong, they are encouraged to share, take turns and be kind to each other. They develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. They demonstrate a growing awareness of their own health and hygiene needs, and are fully aware of the importance of washing their hands before snacks and after using the toilet. They enjoy healthy snacks, such as cucumbers, oranges and pears and freely access drinking water, ensuring they remain hydrated. Children who stay at pre-school for lunch enjoy the choice of a freshly cooked meal in the school dining hall. Overall, children demonstrate that they are acquiring skills that will help them in the future and prepare them well for their transition into school.

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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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