

# Great Holm Pre-School

Inspection report for early years provision

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**Inspection date** 08/07/2011  
**Inspector** Sheena Bankier

**Setting address** 87 Kensington Drive, Great Holm, Milton Keynes,  
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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

Great Holm Pre-school has been registered since 1989. It is managed by a voluntary committee of parents and carers. The pre-school operates from the local community hall in Great Holm, Milton Keynes. The pre-school is open Monday to Friday 9.30am to 12.00 noon and everyday except Thursday during the afternoon from 12.15pm to 2.45pm. Children can attend a variety of sessions, including all day from 9.30am to 2.45pm. Children attend from the local and surrounding area.

The pre-school is registered on the Early Years Register to care for a maximum of 26 children from the age of two years. There are currently 46 children on roll in the early years age group. The pre-school is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

Six staff work with the children and the pre-school employs an administrator. The manager and three other members of staff hold appropriate early years qualifications. One member of staff is currently working towards furthering their qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the pre-school. They benefit from suitable interaction and activities that appropriately support their learning and development. The pre-school do not always sufficiently consider the environment or the resources to promote children's outcomes effectively. Most paperwork is fit for purpose, although some currently does not meet the requirements. The pre-school recognises areas for improvement and are beginning to initiate positive improvements. Good communication with both parents and outside agencies promotes effective partnerships.

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

To meet the specific requirements of the EYFS, the registered person must:

- implement a procedure to be followed in the event of a child going missing (Safeguarding and promoting children's welfare). 22/07/2011

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

- review medication records for children in order that they should only be accessible to those who have a right or professional need to see them
- review access to the outside area and when possible link the indoor and outdoor environments so that children can move freely between them
- consider how to enable children to select and use activities and resources independently
- review the environment and consider further improvements to enable the environment to be rich in signs, symbols, notices, pictures and words that take into account children's different interests, understandings, home backgrounds and cultures. Additionally consider resources that enable and support children in using a range of information and communication technology.

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

Staff demonstrate a good understanding of their responsibilities to children. They have a sound knowledge of safeguarding issues, including the steps to take in the event of concerns arising. Daily checks in and out of doors promote children's safety at the premises. Currently, there is no missing child procedure in place. This is a breach of requirements. Medication records relating to individual children currently do not promote confidentiality of information. Children regularly practise the evacuation procedure supporting their sound understanding of safety at the premises.

The new manager provides a positive role model to the other staff and they are beginning to follow her sound example of good practice. She has a wealth of ideas to take the pre-school forward in the future, for example, she has consulted with the council to make a vegetable patch in the outside area. Staff and parents are soundly involved in the pre-school self evaluation process, and their views are positively welcomed. The pre-school has a realistic understanding of the areas to develop and improve. This enables the pre-school to suitably drive improvements and to maintain appropriate continuous improvement.

Some good partnership working enables the pre-school to provide effective care and learning opportunities to children with special educational needs. They implement the ideas and suggestions from other professionals to support children strongly. However, the pre-school does not always fully reflect or recognise the diverse backgrounds of the children. The use of other languages spoken by children at home is limited within in the pre-school, for example, there is little print on display in other languages. The manager recognises this as an area to improve and plans to initiate the use of greetings in different languages at registration time.

The pre-school has adequate resources that are clean and maintained appropriately. The pre-school has recently been proactive in contacting the local school to support smooth transitions for children. Through gaining clear information to support children, for example, older children are practising writing their names to prepare them for starting school. The pre-school welcomes parents warmly. Notice boards and regular newsletters keep parents up to date with

events and information relating to the pre-school.

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

Children enjoy their time at pre-school. They appear happy, settled and secure in the routines. Staff welcome children warmly and promote good relationships. At registration time, children demonstrate they are beginning to have a suitable understanding of the rules and boundaries of the pre-school as they call out their ideas. Staff positively reinforce these using the picture and word cards and discussions. They promote children's understanding of safety suitably, for example, walking indoors. This appropriately underpins children's developing understanding of safety. Children mainly respond suitably to the sound of the tambourine, which staff use to indicate a change in routine or when the room becomes too noisy. Most children stop, put up their hand, and listen to the member of staff. Staff praise and encourage children soundly. This positively promotes children's self-esteem and confidence. Staff manage unacceptable behaviour appropriately, giving clear explanations and use facial expressions to further support younger children's understanding.

Appropriate activities and resources provide some suitable choices and activities for children. However, there is limited opportunity for children to select resources independently. Staff provide suitable interaction with children. They are beginning to underpin children's learning and development through encouraging children to develop skills, such as writing their names or recognising numbers and shapes. Information and communication technology resources are not always in working order to benefit children's learning and development. Print in the environment is not always effective, for example, words on display at times do not reflect the correct spelling. The pre-school makes suitable use of name cards for children, for example, through a self-registration system and snack time. This supports children in recognising their names. Staff observe children and demonstrate a suitable understanding of children's progress. They understand how to support children's adequate development of skills for the future, for example, at a threading activity, staff encourage children to count and to name and identify colours. Staff are available to speak to parents at each session. They provide good verbal feedback about children's time at pre-school and their progress. This promotes consistent outcomes for children.

Children enjoy being outdoors and participate in activities to support them in developing physical skills which aid good health. For example, running, learning to move sideways and using physical climbing equipment, such as climbing frames and slides. The outdoor area is not always utilised to its full potential. Children do not always have choices to play in or out of doors through the session as the pre-school mainly accesses the outdoor area at the same time each day. Staff encourage children to follow appropriate hygiene routines, such as washing their hands before snack time. Children enjoy suitable snacks and drinks that encourage an awareness of healthy eating. Appropriate independent skills are encouraged as

children visit the toilet by themselves, and spread their crackers with toppings.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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