

# Holmer Green Methodist Pre-School

Inspection report for early years provision

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**Unique reference number**

EY262620

**Inspection date**

11/07/2011

**Inspector**

Julie Biddle

**Setting address**

Earl Howe Road, Holmer Green, High Wycombe,  
Buckinghamshire, HP15 6PX

**Telephone number**

01494 711341

**Email**

**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**

Holmer Green Methodist Pre-School opened in 1968. It operates from four rooms in the Methodist school rooms in Holmer Green, Buckinghamshire. Children have access to a safe enclosed garden for outdoor play. The pre-school is open five days a week during school term times. Sessions are from 9.15am until 12 noon. Children attend for a variety of sessions. The setting is registered on the Early Years Register. The setting may care for no more than 36 children in the early years age group; of these, not more than 36 may be aged two and none under two years at any one time. There are currently 32 children in the early years age range on roll. The pre-school receives funding for nursery education. The pre-school supports children who speak English as an additional language. Over half the staff hold appropriate Early Years qualifications.

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

Overall the quality of the provision is good.

Children are welcomed, valued and respected in this child centred environment. Staff very effectively support children's emotional needs, building positive and happy relationships with them. Children's care and learning is enhanced through the provision of a varied range of play materials. Overall, children on the site are safe and well cared for. The manager and the staff team have a clear vision for the future and demonstrate a commitment to addressing any improvements to enhance the service for the children.

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

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

- ensure details of committee members are kept on site. 29/07/2011

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

- develop further, systems for planning and assessments.

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

Children are protected because appropriate policies and procedures are in place to keep children safe and secure within the setting. Staff are familiar with the safeguarding policy and are aware of the correct procedures to follow should they have any concerns. Recruitment procedures are robust and rigorous checks are

carried out to ensure the safety and well-being of children. However, not all evidence of the checks completed on committee members are on site. Staff complete regular risk assessment of the building and garden, meaning children can freely play, explore and develop in a safe environment. Risk assessments for outings are thorough, and staff are very aware of how to keep children safe when they are on outings, both locally and further afield. The environment is busy and happy. Children are fully occupied and well supported by staff, who are very effectively deployed across the setting.

Children make very good progress in their learning and development as staff have a clear understanding of the Early Years Foundation Stage requirements. The staff record individual progress and learning journeys for each child, detailing observations and photographs of their achievements. The information gathered is used consistently to track children's progress in all areas of learning. Children are involved in the planning process; they suggest ideas and request resources, and very ably expand activities planned by staff.

The setting has a highly positive partnership with parents. Parents are heavily involved with the self evaluation process by contributing their ideas and suggestions. In addition, many parents hold roles on the committee and attend meetings. Parents are unanimous in their praise of the setting, in particular the caring, kind staff who support their children during the settling in period. This includes an induction morning, where parents and children meet their key worker and other staff in the setting. There are clear, open channels for communication, both verbal and written, and regular newsletters keep parents informed of events in the setting. In addition, a busy notice board keeps parents informed about the activities the children have enjoyed and their links to the Early Years Foundations Stage. Furthermore, parents are invited into the setting to watch their children perform in end of term productions and to take part in sports day. The setting is highly committed to working in partnership with other providers, which successfully promotes children's welfare, learning and development. Staff, for example, have close partnerships with the local school, and effectively support children in their move to primary school. Posters and leaflets in the setting inform parents of child centred activities in the community.

Children benefit from a fully inclusive environment. The setting actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Staff planning for individual children helps to narrow the achievement gap and support all children's progress. There is a range of toys and resources that help to promote children's understanding of diversity within our society. Furthermore, diversity is valued through recognising special events and festivals such as Chinese New Year, when children learn to eat a meal with chop sticks.

The manager and deputy are enthusiastic in their roles and share their vision for the setting with the staff. The staff have worked hard to meet the recommendations set at the last inspection, thereby benefiting all the children in the setting. The manager and the staff have completed a self evaluation that accurately reflects the setting's strengths and areas for improvement. Staff are realistic about their targets, and set themselves obtainable targets that will bring

about changes and benefit all the children. For example, staff are currently considering systems for planning and how changes can be made. Regular staff meetings and appraisals support staff in their role. For example, they attend relevant training courses in order to enhance their skills, and to ensure they remain motivated and inspired.

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

Children are happy and settled in this busy, interesting environment. Children show a great sense of belonging; they arrive with enthusiasm and quickly settle at their chosen activity. The key worker system works effectively, adding to children's feeling of security and confidence. Many of the children have developed good friendships and greet each other with enthusiasm and warmth. The children are well behaved and know what is expected of them because boundaries are consistently and kindly applied by staff.

Children make good progress in their learning and development as staff plan activities that challenge and excite them. Children have a wonderful time as they play 'airports'; they discuss with staff the holidays they are going on, they dress up in floppy sun hats and even remember the sick bag for their babies. Staff use this as an opportunity to discuss safety, and remind children to wear seat belts before take off. Children have good opportunities to share language as they interact with staff and their friends as they play. Staff use skilful questioning techniques that encourage children to think for themselves. For example, they ask children if they can remember what is happening the next day; children enthusiastically respond saying 'it is sports day'. Children enjoy story time and are particularly pleased when staff bring the story to life with acting and puppets.

Children are beginning to recognise letters and numbers, and are starting to write their own names on creative work. Low level furniture enables children to self select creative resources, such as pens, glue and scissors, and they have a great time making fans to keep cool in the hot weather. Mathematical concepts are discussed as children decide how much water is needed in the water tray, and which number golf tee they are hitting the ball into.

Children are learning how to keep themselves safe and behave in ways that are safe for themselves and others. They understand they are expected to sit at a designated table to eat their snack. Staff discuss a range of safety aspects, such as walking between rooms and wearing sun hats in the garden. Children very ably describe the colours and patterns of their sun hat to staff as they prepare to go into the garden.

Children are developing an understanding of healthy lifestyles. For example, they are beginning to understand when it is important to wash their hands. They enjoy healthy snacks of fruit with water to drink. Children are able to help themselves to water throughout the session, meaning they do not become thirsty. Children have great fun in the well resourced garden where they can play golf, roll cars down

pipes and play tennis. They are delighted when staff join their games of skittles, all joining in with counting how many skittles have been knocked down. The garden area has been enhanced by flowers planted by the children and shaded areas created by staff, where children can relax and read. Children's appreciation of the world around them is enhanced by trips to local nature trails, where children build with twigs and branches, and make colour palates from natural objects.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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