

Holly Hill Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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 is one of eight childcare settings run by the Longbridge Childcare Strategy Group. It opened in 1980 and was re-registered in 2008 under new ownership. It operates from two rooms in St. Christopher's Church Centre which is attached to Holly Hill Church Primary School. It is situated in Frankley, in a suburb of Birmingham. Access is via a ramp.

The pre-school is registered by Ofsted on the Early Years Register. A maximum of 22 children may attend the pre-school at any one time and there are currently 14 children on roll. The pre-school is open three days a week; Monday, Wednesday and Friday from 9.15am to 11.45am during term time only. All children have access to an enclosed outdoor play area. Children also use the adjacent Children's Centre playground and the school's hall. The children regularly attend story time at the on-site library.

Children come from the local area. The pre-school has procedures to support children with special educational needs and/or disabilities and also has strategies to support children who speak English as an additional language.

The pre-school employs four members of staff who all hold appropriate early years qualifications to level 3. The pre-school has the support of the local authority. The pre-school works closely with a sister setting 'Alphabets @ Frankley Plus Nursery' at the adjacent Children's Centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are offered high levels of care and education, and make strides in their learning and development. Effective arrangements exist to ensure children's safety, and children's understanding about healthy lifestyles is generally very well supported. Although opportunities to add to children's learning journeys are currently limited, engagement with parents and carers is strong. Practice is inclusive and all children and their families receive a very warm welcome. Practitioners have an accurate understanding of how to secure continuous improvement.

What steps need to be taken to improve provision further?

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

- open up opportunities for children to learn about the food chain through planting, growing, gathering, preparing and using different foods
- open up opportunities for parents to contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

Practitioners demonstrate a high level of commitment to promoting children's safety. Arrangements for safeguarding children are robust, regularly reviewed and fully understood. Thorough risk assessments are conducted, and include everything with which a child may come into contact. Children are taught to be safety conscious and show a strong awareness of how to keep themselves safe. For example, through rehearsing the emergency evacuation procedure, learning about road safety and involvement with important local community groups such as Police Community Support Officers. The environment is safe and supportive and practitioners are focused on promoting children's welfare. Practitioners are passionate about their roles and work as a warm, stable and successful team. Staff morale is high, and outcomes for children are good.

Resources are good, fit for purpose and fully promote children's learning and development. The environment is child-friendly; attractive and accessible to every child to promote their independence. Children have easy access to an abundance of interesting toys and resources, and benefit from high quality interaction with the adults who care for them. Practitioners demonstrate a positive approach to ongoing professional development and have attended a multitude of courses including Child Protection, Positive Handling Strategies, Equal Opportunities and Health and Safety. Each practitioner holds a specific area of expertise, and they all have setting-based responsibilities relating to inclusion, special educational needs, health and safety, behaviour and safeguarding. Practitioners are highly competent and the Project Manager talks about the "shared vision" amongst practitioners. Space is used creatively and children have opportunities to be active and to rest.

The atmosphere is warm and accepting, and practitioners are dedicated to ensuring that children are cared for appropriately for each family. Children with additional needs such as global delay are effectively supported and fully included in activities, and the play of all children is valued. Children's individual and wide-ranging needs are accommodated very well. Children actively learn about diversity, and topics such as 'All about me' promote a positive sense of self. Management systems run smoothly and practitioners are committed to driving improvement. Self-evaluation is good, and actions taken by the setting are well-chosen and carefully planned. Practitioners are skilled at adapting the provision in light of changing circumstances. The Project Manager is very proud of how the provision has evolved and recognises that all practitioners "strive for improvement". Practitioners are clearly devoted to "giving these children the best."

Practitioners endeavour to work in partnership with other professionals to promote optimum continuity of care. They communicate effectively with the school, nursery, Family Support Team and Children's Centre to complement children's learning and to ensure progression. The Reverend is effusive in his praise for the "cheerful and focussed" staff and describes how "their concern for the children is exemplary." Relationships with parents are well-established and this contributes to improvements in children's learning, well-being and development. Although there

is a regular exchange of information, systems to actively involve parents in their child's learning journey are currently in their infancy. Practitioners intend to create further opportunities for parents to add their own observations to help them contribute to improvements in their child's achievement. All children, parents and visitors to the provision receive a very warm welcome.

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

Practitioners demonstrate strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Practitioners are very well deployed to support children's learning and welfare, and they are skilled at promoting positive attitudes to learning. Effective planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a good balance of adult-led and child-initiated activities and the routine is flexible to enable them to pursue their own interests. Children make good progress in their learning and development. Children enjoy their learning and engage in a range of motivating learning experiences. Messy play is extremely popular and children adore tactile, hands-on activities which encourage curiosity, exploration and creativity. Children giggle in delight as they handle foam and paint, corn-silk, sand and water, pasta, playdough and flubber.

Children demonstrate a good understanding of healthy lifestyles. They follow efficient personal hygiene routines and enjoy ample opportunities to engage in physical activities. Children display a positive attitude towards healthy eating. Healthy, nutritious and varied snacks are available including jam on toast, fresh fruit, and crackers with ham and cheese. Practitioners intend to exploit children's knowledge of the food chain by introducing planting and growing activities. This will enhance their interest in the world around them and help to consolidate their understanding of healthy lifestyles. Children are active and benefit from lots of fresh air and exercise as they dance to music, perform action rhymes and walk through the local woods. A variety of equipment is available in the outside play area including stepping stones, tunnels, rockers, ride-on toys, bats and balls, climbing equipment and a slide. Children's health, physical and dietary requirements are well met.

Children feel safe at the setting, and a set of reasonable rules fit with their rhythms and add pattern to daily life. Good quality interaction and well organised routines help children to become secure and confident. Children demonstrate a firm understanding of how to stay safe as they use the large-scale play apparatus sensibly, handle cutlery and tools safely, and play carefully with the plastic tool set. Children receive warm and responsive care and show a secure sense of security and belonging within the setting. They are confident, happy, well behaved and display a good awareness of responsibility. Children display a delightful sense of independence and responsibility as they learn to put on their own coats and shoes, use and dispose of tissues appropriately and respond to simple tasks such as returning bricks into the box. The provision is fully inclusive and practitioners build caring and respectful relationships with all children and their families.

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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