

Holmer Pre-School

Inspection report for early years provision

Unique reference number	EY356893
Inspection date	05/03/2012
Inspector	Tina Smith
Setting address	Holmer C of E Junior School, Holmer Road, HEREFORD, HR4 9RX
Telephone number	07796204133
Email	
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*.

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

Holmer Pre-School was registered in 2007 and runs from premises within Holmer Church of England School. It is registered to care for 35 children at any one time. The setting serves children and families in the local community and surrounding areas. The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently 54 children aged from two to under eight years on roll. Of these, 37 are in the Early Years Foundation Stage.

The pre-school is open each week day from 9am to 12.30pm and 12.30pm to 3pm term time only. All children share access to a secure enclosed outdoor play area. Children come from the local and wider area. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs eight staff, all of which hold appropriate early years qualifications. The setting receives support from the local authority and is member of the Pre-school Learning Alliance. The setting holds a quality assurance Gold award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with a wide range of experiences to enable good progress in their learning and development. A well-developed knowledge of each child's needs makes sure that, overall, staff successfully promote children's learning and welfare. The setting has excellent arrangements to promote children's health and safety. Children are safe and secure and enjoy learning about their local area and the world around them. Partnerships with local schools and other agencies are a key strength and the setting promotes parental partnerships well. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the manager and staff make sure that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

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

- ensure that the evaluation of activities and identification of next steps in learning for individual children are used effectively to inform future planning
- increase opportunities for children to explore a wider range of information and communication technology related activities.

The effectiveness of leadership and management of the early years provision

The setting has excellent procedures in place to safeguard children, with robust vetting procedures for all the adults who work with the children. Children's welfare is very well protected as staff have a clear understanding of how to implement the procedures should they have concerns for a child's well-being. Staff are confident in their responsibilities for safeguarding children and have high levels of awareness about their setting's policies and procedures, placing a great emphasis on safety. The environment in which children are cared for is extremely safe and secure. The setting has comprehensive risk assessments for inside, outside and for trips out. Fire safety is promoted effectively in the setting through regular evaluation drills which help children understand how to respond in an emergency, consequently, children are able to play safely.

Partnerships with parents are well established and these make a positive contribution to children's well-being. Parents are kept well informed about the setting and enjoy regular opportunities to liaise with staff at the beginning and end of the day and to discuss their children's progress. Parents' views are actively sought and valued through the use of 'those who look after us days', consultation meetings and a comment box. Parents feel involved in their child's learning and are happy that their children are well supported and making progress. The setting has highly effective partnerships with a number of external agencies. Children's individual care plans are extremely detailed and highly comprehensive which means that information is shared to support a consistent approach to children's care and education.

Leaders and managers have high expectations and set high standards, they consistently communicate these expectations to staff about securing improvement and channel their efforts to good effect. Since the last inspection the setting has reviewed and updated all policies ensuring they support all aspects of their provision and improved their recruitment and employment procedures. Staff undertake regular training to keep themselves updated and staff cascade their learning to their colleagues during regular staff meetings. The setting has good quality resources which are readily available, however, children have limited opportunities to access information and communication technology. The setting demonstrates a positive attitude to inclusion and offers a warm welcome to all children. The setting demonstrates a positive attitude to inclusion and offer a warm welcome to all children.

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

Staff have a good knowledge about the Early Years Foundation Stage and this is used in practice to support children in their learning. The children are confident and happily engage with staff and their peers. The children feel very safe in their environment and staff support children with frequent praise, kindness and

attention, promoting their sense of belonging. Children are encouraged to be independent, for example, during snack time children confidently peel their own fruit and pour their own drinks, with staff providing assistance if required. Children have regular access to a well-resourced and organised outside area which encompasses all areas of learning and meets the needs of all ages and abilities. Children use a selection of large toys to ride and push, to run and jump. 'The den' encourages children to use their imagination as they take a selection of toys into the den to extend their play. Children explore and investigate in the 'bark area', filling large construction toys with bark and using a variety of tools to dig and fill containers.

A healthy lifestyle is actively encouraged. Children bring a lunch box and fruit is served at snack time. The setting works in partnership with parents and carers to promote healthy eating, encouraging parents to provide lunch boxes which are well balanced and nutritious. Children engage in a wide range of physical activities both inside and out. Indoors, the children play a 'parachute game' taking it in turns to run and hide then to guess who is missing. The children develop a good knowledge and understanding of hygiene practices, washing hands after the toilet and before meals. This is reinforced by discussions about 'germs in our tummy'. Children are aware of their surroundings and are competent in moving freely around the setting. Children make a positive contribution as their opinions are actively sought throughout the day. At 'carpet time' children are asked what they would like to do or play today.

Children enjoy their learning and adults give a high level of support to extend this. Staff take care in gathering information on the child's starting point, completing regular observations and collecting information on their interests, however, this information is not always used to inform future planning for the individual child. Parents are encouraged to contribute to this process, consequently, children are making good progress towards the early learning goals in all six areas of learning.

Throughout the day children are encouraged to develop their counting skills, for example, whilst making a 'birthday cake' from play-dough the children discuss how much or little play-dough they need and count imaginary candles. They explore and investigate shaving foam, using a variety of brushes to 'make marks'. Resources and displays around the room encourage and enable children to begin to recognise colours, numbers and shapes. Children enjoy being creative as they decorate small plastic containers with colourful shiny paper and paint. They use a selection of tools and discuss the colours and different textures they are about to use asking 'do you know, this is sticky'. Children confidently use scissors and glue sticks promoting their independence and self esteem. They enjoy a selection of songs and rhymes throughout the day, singing about the days of the week and 'our feelings'.

Children's behaviour is good because the staff give clear explanations and set appropriate boundaries. Children are developing a respect for themselves and others and are aware of other cultures and beliefs. For example, parents of children with English as an additional language send word cards in their first language into the setting, promoting the children's self-esteem and

communicational skills. The setting makes good use of books and activities to introduce new ideas and promote diversity.

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	1
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	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	1
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