

# Holy Family Early Learning Centre

Inspection report for early years provision

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**Unique reference number** EY437700  
**Inspection date** 25/04/2012  
**Inspector** Sarah Clements

**Setting address** Holy Family Catholic Primary School, Kents Hill Road,  
BENFLEET, Essex, SS7 5PX  
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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**

Holy Family Early Learning Centre was established in 1999 and re-registered in 2011 following a change in management arrangements. It is run by the governing body of Holy Family Catholic Primary School in Benfleet, Essex. The setting operates from a self-contained classroom within the school. All children share access to an enclosed outdoor play area and make use of a number of the school's facilities. The setting opens each weekday morning during school term time. Sessions are from 9am to 12pm, followed by an optional lunch club until 1pm. Children attend for a variety of sessions.

The provision is registered on the Early Years Register. A maximum of 20 children may attend the setting at any one time. There are currently 26 children aged from three to five years on roll, some in part-time places. The setting is currently supporting a number of children with special educational needs and/or disabilities, and children who have English as an additional language. Funded early education is provided for three and four-year-olds. There are three members of staff, all of whom hold relevant early years qualifications to level 4.

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

Overall the quality of the provision is good.

Children make positive progress in their learning and development as they engage in a wide range of well-planned play and learning opportunities. They benefit from a vibrant and superbly organised environment which is maintained to an extremely safe and secure standard. Inclusive practice is fully embedded in the ethos and practice of the setting and strategies to support children with special educational needs and/or disabilities are highly effective. Overall, the partnerships formed with parents and carers are strong and these ensure children experience good continuity in their care and progression. Self-evaluation is rigorous and ensures that the staff have a secure understanding of how they can continue to improve the provision for children.

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

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

- open up further opportunities for parents to be involved in their child's continuous learning and development and to contribute to their development records.

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

The protection of children is given unquestionable priority at the setting. Expertly written policies and procedures are fully implemented to ensure any safeguarding

concerns are prioritised and dealt with effectively. There are highly robust arrangements in place for the recruitment of staff, ensuring that all the necessary checks are carried out to confirm their suitability. Staff are hugely conscientious about children's safety and security, conducting meticulous risk assessments and fire practice drills. The highly effective deployment of staff ensures that all children experience excellent levels of direct support and attention. Children have access to a superb range of high quality resources that enhance their play and learning in all areas. They develop an extremely secure sense of belonging due to the child-friendly environment provided for them. For example, the setting is adorned with bright and colourful examples of the children's art work, and there are low-level pegs for each child to hang their belongings safely.

The setting prides itself on being fully inclusive and provides extensive support for children with special educational needs and/or disabilities. The staff work extremely closely with parents and outside professionals to build an in-depth understanding of children's specific needs and how to best support them. As a result, children with special educational needs and/or disabilities make exceptional progress given their starting points and capabilities. Parents and carers are provided with a good range of information about the setting and receive regular feedback during termly contact meetings with their child's key person. Staff ensure that parents are kept up-to-date with their children's progress by making the children's learning journal records freely available. However, they are yet to explore a wider range of methods to encourage parents to contribute to these regularly which means parents are not as readily involved in contributing to their children's learning as they could be. The setting is continuing to take the initiative in building links with the other early years settings that children attend in the area. This means that children are beginning to experience stronger continuity of care and progression when they attend more than one setting.

Experienced and well-qualified staff work together as a very cohesive team. Their individual expertise and interests are put to excellent use through the development of specific responsibilities. For example, the introduction of the Equalities Named Coordinator role ensures that equality and diversity are promoted at the heart of the setting's work. The manager and staff carry out effective self-evaluation and monitoring of the provision, resulting in a clear understanding of the setting's key strengths. Routine action planning ensures that the setting continues to secure good improvements to the provision. For example, the staff purposefully trial and evaluate the organisation of snack times to ensure children's involvement in these routines is fully maximised.

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

The quality of teaching is rooted in the staff's good knowledge of the Early Years Foundation Stage and their strong understanding of how children learn. They continuously review the layout of equipment and resources to ensure they are fully accessible to the children and enable them to lead their own play. For example, children make good use of the carpet area where they spread out with large jigsaws and enjoy constructing models. The use of observation and assessment is

good and the information gained is used effectively to guide planning. Staff are flexible in their approach which enables them to respond to the children's changing interests. For example, when the painting easel becomes very popular, the staff quickly offer additional paints and space at another table to enable more children to be involved. Children are very confident in seeking support from staff when they need help with tasks such as turning on the tap or putting on dressing up clothes. The superbly well-resourced outdoor environment is used widely throughout the session. Children enjoy being more physically active here and benefit from accessing the fresh air. They show good spatial awareness as they manoeuvre wheelbarrows to carry their rubbish to the imaginary skip and have regular opportunities to climb and balance on larger apparatus. During these energetic outdoor activities, children are encouraged to consider the effect of exercise on their bodies, with some children noticing that their hearts beat faster.

Children behave exceptionally well and establish genuinely caring relationships with each other. This is partly due to how consistently the staff praise their kind behaviour and encourage them to consider the feelings and views of others. For example, when children struggle to share the popular camera, a member of staff suggests that they could spend time showing each other how to operate the different functions. Children's awareness of the wider world is superbly promoted through colourful displays featuring many positive images of different cultures, religions and disabilities. Children also embrace different cultural practices as they use chopsticks and talk about eating Chinese food in their role play.

There are a good range of resources available which are used to extend children's problem solving, reasoning and numeracy skills. For example, children concentrate on placing the small elephants in a line, following a repeating sequence of colours and counting them confidently. Children are becoming skilful communicators and demonstrate good literacy skills. They are aware that print carries meaning and often use mark making for different purposes in their play. For example, they use clipboards to write their shopping lists and enjoy writing letters which they deliver to their friends. Highly effective strategies are in place to support children who have English as an additional language. Staff purposefully use sign language to convey meaning to children and take time to provide a rich selection of labels, books and computer programmes that feature the children's home languages.

Staff place a lot of emphasis on supporting children to understand how they can keep themselves safe. As a result, children intuitively talk about safety issues in their role play and often remind each other of how to sit on their chairs safely. Visits from a local police officer inspire further discussions about children's safety outside of the setting. Children's health needs are well met. As they prepare for snack and lunch times, they confidently wash their hands at the sink and talk about 'getting rid of the germs'. The provision of food and drinks is carefully monitored and planned to ensure children are offered healthy and nutritious options, with any dietary requirements fully met.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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