

Little Hollies Pre-School

The Pavilion, Bablake Playing Fields, Norman Place Road, Coventry, CV6 2BN

Inspection date	11/11/2013
Previous inspection date	01/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The pre-school staff support the physical and emotional well-being of all the children who attend.
- Observations and assessments of children's learning and development enable the staff to identify their next steps. Plans incorporate these next steps and as a result, children make good progress in their learning.
- All staff demonstrate a good knowledge of safeguarding issues and know what to do if they have a concern.
- Partnerships with parents are well established. Staff support parents to enhance their children's learning at home.

It is not yet outstanding because

- Opportunities to further extend children's learning in group time are sometimes missed as their questions and comments are not always fully explored.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the pre-school room.
The inspector spoke to parents and carers of children attending on the day of the inspection to gather their views on the strengths and areas to improve in the pre-school.
- The inspector observed a representative group of children and used the information gathered to discuss these children with their key person and to evaluate the evidence collected about their learning and development.
- The inspector carried out joint observations with the manager.
- The inspector met with the provider to clarify that all statutory requirements have been met.

Inspector
Rose Tanser

Full report

Information about the setting

Little Hollies Pre-School opened in 2002 and is registered on the Early Years Register. It is one of several settings managed by Tommies Childcare Ltd and operates from a pack-away setting in a sports and social club in the Coundon area of Coventry. Children have access to an outdoor play area.

The pre-school is open from 9am to 11.30am and from 12.30pm to 3pm. Children may stay for lunch from 11.30am to 12.30pm. There are currently 47 children aged from two to under five years on roll, some in part-time places. The pre-school employs six members of staff, all of whom hold appropriate early years qualifications. The It provides funding for the provision of free early education for children aged three- and four-year-olds. The pre-school receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the already good opportunities for children's learning to be extended by staff, particularly at large group time, by exploring children's comments or questions.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff know the needs and interests of the children and plan for every child to ensure that they are making good progress in their learning and development across all areas. From the time children start at the pre-school, assessments are made based on staff observations and information from parents and carers. The focus on identifying gaps in children's communication and language skills results in timely interventions to address any difficulties. There are individual plans for each child that link to observations and assessments. The manager and staff have spent time evaluating the quality of observations to ensure that only significant learning is recorded. This allows more time for staff to work directly with the children to support their learning and development. Each key person is allocated 'individual needs time' where they support their children well in their next steps in learning. Parents are regularly consulted about their children's progress and given support with learning opportunities at home. There are also 'home learning bags' that have resources to develop children's communication and language skills, physical skills which are available for parents to borrow.

Children are confident to ask for games that interest them. One member of staff observes that a group of children are interested in their names and she instigates a letter lotto

game to extend this interest. During story time, staff introduce new words to the children to extend their vocabulary. In small groups staff extend children's learning by asking open-ended questions. However, staff sometimes miss opportunities to further extend children's learning during large group time as they do not fully explore children's questions or comments. Staff support children to develop their physical skills as they take part in a movement session. The focus on the prime areas of learning ensures all children are ready for their next steps, including being ready for school.

The contribution of the early years provision to the well-being of children

The key person role is well established in the pre-school. Parents speak about the good relationships that they have established with their child's key person and how they support their children to become confident and independent. Some of the less confident children will actively seek their key person when they are feeling upset, and the staff show sensitivity to children's feelings at these times. The lead for behaviour in the pre-school has recently attended training on supporting children to manage their feelings and behaviour. This has resulted in a more positive approach to supporting children through a conflict resolution approach.

The environment gives children opportunities to take risks. Children sometimes undertake their own risk assessments. For example, one child stands at the top of a slide when another child reminds her to sit down to be safe. The environment gives children opportunities to follow their interests and is well resourced inside. The manager has identified improvements to the outdoor area which allow the children to access all the areas of learning outside. The children are well supported in managing their personal needs. A number of parents have asked for their children to be supported in this area, and the pre-school works in partnership with parents to develop consistency of approaches for the children. The children are also encouraged to be independent through accessing snack time when they wish and take responsibility for pouring their own drinks. The children are taught about healthy diets through discussing the snacks, and staff work with parents to provide healthy packed lunches. Children have access to an indoor physical area and join in movement activities to help to gain an understanding of the importance of exercise.

Before children start at the pre-school the key person visits them in their home. 'All about me' books are completed with the child and parents to identify the child's interests and ensure that the child will be able to access resources that they are familiar with and will help them to play and explore. Parents are encouraged to put photographs of the family in these books so that children can look at them while in the pre-school, promoting their emotional well-being through talking about their family with the staff. When children are preparing to go to school or another setting, information is shared and visits to the schools and settings are arranged, when possible, to ensure that the children are emotionally well prepared.

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

The manager takes lead responsibility for the safeguarding of children attending the pre-school. All staff who work directly with the children have undertaken safeguarding training and undergone checks to ensure that they are suitable to work with children. The manager ensures that new members of staff demonstrate a sound understanding of the safeguarding policy and procedures as part of their induction. The provider follows guidance when recruiting new staff to further safeguard children attending the pre-school. This includes ensuring that staff hold relevant qualifications, have a complete history of employment and can supply names of suitable referees. The suitability of new staff members is monitored through a six-month work trial which is monitored by the manager. All members of staff have regular supervisions to support them with meeting the needs of the children in the pre-school. Staff also have appraisals every six months where their performance is evaluated, and consequently plans are identified for any support required to ensure they are delivering educational programmes effectively and supporting children's emotional well-being.

The provider ensures that all staff at the pre-school are able to meet the needs of the children through an effective training programme. The provider and manager monitor how training impacts upon quality and consistency to help to support every child to make progress from their starting points. To further develop good practice in teaching, staff observe each other and use the evaluations to identify improvements and maximise learning opportunities for children. Monitoring includes observation of staff working with children and also the quality and accuracy of observations, assessments and planning. The manager has recently introduced 'significant achievement' observations to develop further the robustness of the staff judgements when observing children's learning and development.

The manager seeks the views of the staff and parents to evaluate the effectiveness of practice and provision. This leads to identifying priorities in for improvement. The present focus is to improve the quality of outdoor provision, enabling children to access all the areas of learning outside in all weathers. Events for parents to raise funds for the outdoor environment have been well supported, demonstrating a common purpose to improve the experiences for children at the pre-school. The manager works in partnership with other settings, the local authority, the local children's centre and professionals, such as speech and language Tetchers, to further develop staff knowledge and provide continuity for children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY240115
Local authority	Coventry
Inspection number	848298
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	47
Name of provider	Tommies Childcare Ltd
Date of previous inspection	01/02/2010
Telephone number	07981 323710

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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