

# Holybourne Village Pre-School

Village Hall, Church Lane, Holybourne, Alton, Hampshire, GU34 4HD

## Inspection date

04/03/2014

Previous inspection date

09/01/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

- Staff use good teaching techniques to extend children's vocabularies and knowledge, which help children develop good language, social and communication skills to support their future learning.
- Children are happy, secure and keen to learn. Their behaviour is very good and they demonstrate high levels of independence because staff are exceptionally good role models. This means children are well prepared for school and have a positive approach to their learning.
- Staff undertake observations which lead to accurate assessments so that children's development is tracked and any gaps in children's learning are identified and addressed, so all children make progress.
- Staff establish good partnerships with parents and carers and provide them with information that supports children's learning at home.

### It is not yet outstanding because

- Staff do not always provide children with daily opportunities to explore, experiment and discover by themselves through easy access to a wide range of media and materials particularly in the programme for the expressive arts and design.

## 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 all the main pre-school room and the outside learning environment.
- The inspector held a meeting with the manager/nominated person of the pre-school and carried out a joint observation with the manager.
- The inspector talked with some children, staff and parents.
- The inspector looked at children's assessment records, planning documents, evidence of suitability of staff and other documentation.

## Inspector

Helen Harper

## Full report

### Information about the setting

Holybourne Village Pre-School opened in 1983 and registered with Ofsted in 2001. It is a community pre-school managed by a committee of parents. The pre-school operates from a room in the village hall in Holybourne, near Alton in Hampshire. Children use an enclosed, outdoor play area. The pre-school opens from Monday to Friday, during school term times only. Sessions are from 9am to 12 noon and on a Monday children can extend their session from 12noon to 3pm. The pre-school is registered on the Early Years Register. There are currently 12 children on roll aged from two to under five years. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school supports children with special educational needs and/or disabilities, and children who learn English as an additional language. There are three staff employed to work with the children. Of these, all hold relevant childcare qualifications.

### What the setting needs to do to improve further

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

- extend the programme for the expressive arts and design in particular by making the full range of natural resources more readily available to children to use and explore, for example the outdoor sand and water play, in order to give children more opportunities to experiment, for instance in learning about capacity, to practice skills such as pouring and to express their imaginative ideas.

### Inspection judgements

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

Teaching is strong because staff encourage children to determine and develop their own play ideas. This means children are interested in what they do and concentrate because they enjoy their activities. They enjoy imaginative play, for example, such as when they build a base and discuss 'friends and not baddies' being allowed in. Staff discuss friendships and being kind to one another with the children, which supports the programme for their personal, social and emotional development.

Staff have high expectations for all areas of children's learning and development. They use language well themselves to extend children's vocabularies. For example, staff use the word 'separate' explaining that means taking things apart as children separate pieces of a floor puzzle. They provide a wide range of interesting resources too that extend vocabularies, such binoculars, and encourage children to decide whether people look 'bigger' or 'smaller'. This teaching helps extend children's early mathematical vocabulary develop. Staff give children time to think before they answer questions, showing that children's contributions are valued.

Staff help children acquire the necessary skills for their eventual move to school. They use a nationally recognised system to teach children how to connect letters with sounds. Staff model spoken English very well which encourages the correct pronunciation of words. This helps all children's speech development including those who learn English as an additional language. Items for writing are freely available which encourage children to experiment with making marks and practising their early writing. Children demonstrate that they begin to understand that marks have meaning when they find their name cards to register themselves on arrival.

The quality of teaching is good. Staff help children acquire the skills to learn effectively and to achieve. They understand the importance of children learning through active play and encourage children to experiment. This type of play helps children develop curiosity which is useful for their eventual move to school. Staff set up activities that encourage children to solve problems, such as when they create a 'den' outside by using material, frames and pegs. Children select resources confidently and cheer with delight when they find what they have been looking for.

Staff encourage children to make predictions during this activity. They discuss with children how many trips they think they will need to make as they carry resources to their den and ask whether the children think the den is secure or not. Crates and mats for seats are added and children and staff all show delight in children's achievements. Staff continually ask useful questions so children develop their play during this exciting activity. While staff do much to encourage children to learn through purposeful play and exploration, some materials to encourage this are not always readily available so children can re-visit them as they wish to practise and consolidate their learning, for example water play to practice pouring or learning about capacity.

The staff team establish what children can do when they first start through 'All about me' books that parents fill out. They observe children's play and assess what they need to learn next. Regular and precise assessments feed planning that results in suitable and challenging experiences for all children. All children have a 'Learning journey' record full of pictures and details of staff observations that are shared with parents. These clearly show how children are progressing in the seven areas of learning and development. Any gaps in children's learning can be quickly identified and supported

Staff establish good partnerships with parents. They have effective strategies to support children's learning at home. They keep parents informed about children's progress through clear termly summaries covering the seven areas of learning. Staff share what children need to learn next with parents so learning can be extended and built upon at home.

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

Staff teach children to behave well. This teaching leads to children being polite and confident, to work well together and to happily share toys. They help one another in their play too. Staff promote children's self confidence by listening to them and giving clear

answers to their questions. Staff provide a 'Special box' in which children place any special items from home, which they can get at any time; this helps their feelings of security and belonging at this pre-school. This system also promotes sharing and respect for other children's belongings. Children know that staff value their achievements and that they will place special models on the window sill for safe keeping.

Staff offer children good opportunities to learn about healthy lifestyles. For example, children enjoy a variety of physical exercise including dancing to music indoors and pedalling on bikes outside. Staff teach children the importance of washing their hands at appropriate times so that children do so without being prompted and can confidently explain what they are doing. Staff recognise the importance of physical play. Children enjoy scooting on the skate board and pedalling bikes, demonstrating the new skills they are gaining. Staff teach children to manage their personal needs and this aids their school readiness.

An effective 'key person' system operates and helps staff meet all children's individual needs. Key persons monitor children and know them well. They assess children's needs and make sure they are happy and included in activities. Children are warmly greeted and show secure emotional attachments as they sit on staff laps for story. The staff arrange the pre-school environment so it has areas that offer rest, comfort and security.

Staff help children to respect difference in ways suited to the children's ages. For example, they discuss eye colours with staff and talk about going to the opticians and getting glasses. Staff explain that some people wear contact lenses. This not only helps children understand that people have different requirements, but also extends their vocabularies too.

Staff undertake risk assessments and daily checks to ensure the environment is safe for children. They teach children how to behave in safe ways such as using 'walking feet' indoors.

The management recognise the importance of establishing links with other early years providers. Links to schools and the community are strong as children join together for 'teddy bears picnics'. Staff visit schools and offer reciprocal visits for teachers so they can get to know the children.

The environment both indoors and out is stimulating and well-resourced. However, staff do not make the best use of some resources, particularly materials for exploratory play in the programme for the expressive arts and design, such as the outdoor sand box. This is covered and children must ask for the lid to be taken off if they want to use it which may be difficult for less confident talkers.

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

The provider ensures that the safeguarding and welfare requirements of the Early Years Foundation Stage are met. The environment is well maintained and this helps ensure children's health and safety while on the premises. Visitors sign in and out and the pre-school is secured by a locked door, so no-one can enter uninvited. All staff have current, suitable first aid training and have undertaken training in food and hygiene as well as training in both manual handling, and health and safety. This demonstrates the importance placed on regular training. A high staff to child ratio supports the provision of good quality care and education. All staff have safeguarding training and understand the pre-school's safeguarding policy and procedures. The system for recruitment of new staff is robust.

All staff have a solid understanding of child development and how to meet children's individual needs including those with additional needs. They seek external support as needed. Educational programmes are broad and children make good progress as accurate monitoring clearly shows. Appraisal and supervision ensures that standards are kept up and on-going training and staff development contribute to good teaching practice.

Management members examine how children use the resources and toys so they can plan for improvements to ensure that individual needs of children continue to be met. This process helps staff evaluate their practice. Appraisals and supervision are carried out by the manager to identify any staff training needs. In this small staff team, staff use staff meetings and daily discussions to plan for improvements. Parents and children add to this process. Parents report that they feel included and supported. They can contribute to pre-school life by being on the committee so their views are heard.

## 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

<b>Unique reference number</b>	509542
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	814331
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Holybourne Pre-School Committee
<b>Date of previous inspection</b>	09/01/2012
<b>Telephone number</b>	07748824942

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

