

The Hollies Pre-School Limited

Lower Park School, Hazelbadge Road, Poynton, STOCKPORT, Cheshire, SK12 1HE

Inspection date	11/03/2014
Previous inspection date	13/07/2009

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

The quality and standards of the early years provision

This provision is outstanding

- Children make rapid progress in their learning because of the extremely high quality of teaching that is delivered through a range of experiences that excite and motivate them.
- The quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn. This is supported through the precise and highly accurate assessment and planning that is in place for individual children.
- Children behave in an exemplary manner because they have secure boundaries and routines so they understand fully what is expected of them. Consequently, they become confident, responsible and independent individuals who have very high levels of self-esteem.
- Robust monitoring systems ensure that early interventions are put in place for children who may be at risk at falling behind in their learning and development.
- High priority is given to safeguarding and protecting children. This is evident through highly effective practices that very successfully promote children's well-being and safety.
- Outstanding relationships with parents significantly enhance children's learning and development because staff promote the importance of the home learning environment. This results in a combined approach to gathering information to identify the considerable progress children make.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector undertook a tour of the pre-school with the manager, including the outdoor environment.
- The inspector observed children's activities throughout the pre-school.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector conducted a joint inspection with the manager.
- The inspector took account of the views of parents spoken to during the inspection and feedback received from questionnaires.
- The inspector looked at the pre-school policies and procedures and documentation relating to children's development.
- The inspector looked at documentation regarding staff suitability and qualifications of staff working with children.

Inspector

Susan Wilcockson

Full report

Information about the setting

The Hollies Pre-School Limited was registered in 2009. The pre-school is committee run and operates from a designated mobile building situated in the grounds of Lower Park School in Poynton. Children are cared for within one main and two small activity rooms in the single storey building. There is an enclosed area available for outdoor play with an additional garden room. Children attend from the local community and surrounding areas. The pre-school is open five days a week, from 7.30am to 6pm, all year round and offers pre-school, out of school and holiday care. There are currently 58 in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The pre-school employs 16 members of childcare staff, of which nine are qualified at level 2 or above. The manager and two other staff hold level 4 qualifications. The pre-school also employs an administrator. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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 excellent supervision and appraisal procedures in place for all staff, for example, by using peer observations to greater effect, to maximise staff development.

Inspection judgements

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

Children make rapid progress in their learning because of the extremely high quality of teaching that is delivered through a vast range of experiences that excite and motivate them. The quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn. This is supported through the precise and highly accurate assessment and planning that is in place for individual children. Staff are committed to gaining a thorough knowledge and understanding of each individual child. They work with parents from the start to gain detailed information about the child and carry out initial observations that enable them to establish a starting point for the child's learning and development. Robust observations and planning support staff's exceptional ongoing understanding of children's individual stage of development. The pre-school has a rigorous assessment system that enables children's progress to be tracked. This helps staff to see if progress is as expected, above, or below that typical for children's age and stage of development. Consequently, any gaps in learning which may indicate that children are at risk of falling behind in their stage of development are addressed through early intervention programmes so that gaps rapidly close. The manager and staff demonstrate a

secure knowledge of the requirement relating to the 'progress check at age two', which is implemented when the child reaches the appropriate age.

The pre-school provides innovative educational programmes. Consequently, children thoroughly enjoy stimulating and imaginative experiences that are exceptionally well-planned and supported by high quality teaching. Through these experiences children develop a very positive attitude to learning. Children throughout the pre-school are very well-motivated and very eager to join in activities. They demonstrate a high level of engagement in both planned activities and in their independent play. This attitude provides children with the fundamental foundation upon which to support their future learning. Individual children's next steps of learning are clearly identified and support each child to reach their full potential. Staff interaction with children is of a consistently high standard. There is a strong emphasis on developing children's communication and language and as a result, the quality of teaching and learning is exceptional. Staff consistently praise very young children for their words spoken, modelling words to reinforce the child's understanding of the spoken language. Older children enthusiastically join a member of staff in an activity that develops their phonetic awareness. For example, children clearly demonstrate their knowledge that the letter 'j' represents the initial sound of 'jumper' and 'jigsaw' as they explore the objects supporting the activity. These focused activities support children in preparation for their next stage of learning. All aspects of children's physical development are promoted. Staff provide a wealth of opportunities for children to develop both their fine motor skills and gross motor skills. Mark making resources are freely available enabling children to extend their imaginative skills. For example, children draw plans for their pirate ship before they embark on creating a ship from the extensive range of large blocks available to them. Children learn to think critically and problem solve together as staff ask open-ended questions, for example, asking a child 'How are we going to change the pirate ship to make it bigger?' A range of climbing and balancing apparatus and balls are provided at all times that are age-appropriate to provide physical challenge. Children engage with a member of staff, who extends their understanding of positional language and shape awareness. They build bridges from the soft play shapes which they climb over and go under. They stand on the cylinder and next to the square enthusiastically following the instructions. Children develop an awareness of numbers as staff skilfully incorporate numbers into play routinely. They eagerly count to eight as a young child shows the potatoes they have grown at home. Staff encourage children to compare the size of the potatoes and they note 'that's not big or little. It's a medium potato'. The environment is skilfully arranged to enable children to move freely within the pre-school and to the outdoor area. Careful consideration has been given by the management and staff to children's developing social skills. Cosy corners are developed to allow children quiet time, for example, to snuggle with a staff member to look at books. Children learn about the world they live in through accessing the adjacent school park and farmland near to the pre-school. They also visit the local community shops and post office. The pre-school enhances children's music and dance learning extremely well. Children access the school hall for dance sessions and the pre-school also invites an external teacher into the pre-school weekly to engage children in music and song. They eagerly take part in these sessions learning about beat, rhythm and musical terms. Children are extremely skilled when using information and communication technology. They independently access a range of resources appropriately, including egg timers and computers and demonstrate skill at using the mouse.

Outstanding relationships with parents significantly enhance children's learning and development because staff promote the importance of the home learning environment. This results in a combined approach to gathering information to identify the considerable progress children make. Parents are given detailed information about the expected levels of development for their child and guidance about how they can further support their child's learning and development at home. Children take home book bags daily and parents speak positively about these opportunities to read with their children. The pre-school has a range of toy animals that children can take on adventures. One child proudly shared with the group the adventure they had taken 'bunny' on a day trip. Parents are encouraged to record star moments their child has away from the pre-school and these are posted on the star board situated in the room. Staff provide daily verbal and written information in the daily communication book that promotes the continuity of learning and care. Strong links with the schools children will later attend ensure that they are well-prepared for the next stage in their learning. Teachers visit the pre-school and the comprehensive records of children's learning and development are shared to promote the continuity of learning.

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

There is an exceptionally strong emphasis by the management team and all staff on the care and well-being of children. A highly effective key person system ensures that all children settle quickly and they clearly demonstrate they feel very safe and secure. Parents comment on how well their children have settled through the excellent support of the key person and the positive relationships that have formed. The detailed information gained from parents enable staff to provide high quality care that mirrors home care routines. This information is recorded through detailed all about me forms. Staff demonstrate a highly sensitive and caring approach to children. For example, a parent comments about the tailored provision provided by the key person in supporting her child to settle at the pre-school, ensuring their favourite toys were readily available for them as they arrived. The environment within the pre-school has been developed highly effectively to support children's movement between and beyond the pre-school. Staff are fully mindful where children may be moving to other schools and are proactive in supporting these moves along with children who attend other early years providers. Summary reports are shared and the daily communication books ensures that a shared approach to the care and well-being of children. The pre-school has developed solid relationships with the adjacent primary school. Children visit regularly to use the school hall, take part in sports days and visit the reception class. In addition, the head teacher of the primary school makes regular visits to the pre-school and engages with children in a singing activity. These experiences support children moving on to the school as they become familiar with their new environment and the teachers. Children who are to attend other primary schools are supported with transition photograph books that the manager develops in conjunction with the schools. Parents comment positively about the support their children receive from the pre-school when moving on to school.

The pre-school provides strong daily routines that contribute to children's rapid

development in their social, emotional, physical and communicative development. Staff are extremely considerate to inform children about care routines that are required, such as nappy changes, in order to maintain both their physical and emotional well-being. Staff maintain children's interest and concentration in activities by ensuring that these are readily available for children to return to, for example, after lunchtime. Children demonstrate high levels of confidence and a strong sense of belonging as they thoroughly explore their environment and the opportunities and experiences available to them. They demonstrate strong independence skills and have an excellent understanding of self-care. Children skilfully put on outdoor coats; they remember to wash their hands after using the toilet and young toddlers wipe their hands and faces with individual cloths after meals. Children competently access their own snacks and pour their own drinks, which are readily available, supporting their awareness of keeping themselves hydrated. Staff ensure that children follow a healthy diet and that all individual needs are catered for.

Resources and toys are easily accessible to all children indoors and out. The environment is carefully arranged to provide children with a wide choice of activities and experiences that support and stimulate their interests. Children behave in an exemplary manner because they have secure boundaries and routines so they understand fully what is expected of them. Consequently, they become confident, responsible and independent individuals who have very high levels of self-esteem. They are supported by staff, who are consistent positive role models. Children show an excellent understanding of taking turns and staff enthusiastically praise children to reinforce kind behaviour. Children develop excellent negotiating skills and can manage situations that arise independently, reinforcing the need to take turns without the need for staff intervention. For example, they know to use egg timers to take turns using equipment, such as computers and scooters. Throughout the pre-school, staff are vigilant at all times, which ensure children's safety. They are reminded about potential risks and staff skilfully support children to understand how to keep themselves safe. For example, children are reminded to be careful they do not fall off the 'wobbly bridge' and to think how might be the safest way to get across.

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

The management and staff team have an exceptionally secure understanding of their safeguarding and welfare responsibilities. Information about safeguarding procedures is displayed and explains staffs' role in keeping children safe. Staff fully understand their responsibility regarding any child protection concerns, or allegations, by following the safeguarding procedures. Robust policies and procedures are in place and are clearly understood by the staff team. Staff receive comprehensive safeguarding training and are very confident in their response should a concern arise. A meticulous recruitment process ensures that children are safeguarded by extremely suitable staff. All staff undertake the appropriate checks with the Disclosure and Barring Service and references are sought before staff are employed to ensure that they are suitable for their role. Staffs' ongoing suitability is supported through highly effective systems for supervision, appraisals and performance management. Excellent arrangements are in place regarding the programme for professional development, leading to a very knowledgeable staff team. Team work in

the pre-school is very strong; staff are caring, enthusiastic and fully committed to their roles. Children's welfare is highly safeguarded. Documents show a very clear record of children's attendance as this is monitored both by staff and also parents, who sign their children in and out of the pre-school. Rigorous procedures are in place to record any accidents involving children, or any medication administered.

Leadership and management of the pre-school is outstanding. There is an extremely strong drive by management and staff to provide the best possible care and learning opportunities for children that attend the pre-school. The manager is inspirational in her commitment and drive, which inspires the well-established staff team to implement her vision. As a result, staff are motivated and enthusiastic about the high quality care and learning they provide for children. Robust monitoring systems and moderation ensures that early interventions are put in place for children who may be at risk of falling behind in their learning and development. The manager has robust tracking and monitoring systems ensuring a consistent and high quality approach to educational programmes that support all children throughout the Early Years Foundation Stage. The views of parents and children are sought to enable the management to consider changes that bring about effective benefits that are tailored to support children's requirements. Self-evaluation of the pre-school is robust and actively contributes to the high quality of the pre-school. This is brought about through the clear development plan that drives change that benefits children and families attending the pre-school.

The management demonstrate a dedicated and inspirational commitment to maintain the high quality provision. This is reflected through the programme of training and support to enhance staffs' already excellent skills and knowledge. The appraisal and supervision process is rigorous. The manager carries out observations of practice and this can be further enhanced by developing peer observations to further support staff in their provision of high quality practice. Inspirational training is provided for staff that is tailored to meet the needs of children attending, such as communication and language. This is highly effective in supporting children with special educational needs and/or disabilities. Partnerships with external agencies are highly focused. As a result, children's individual needs are met extremely well and when needed systems for early intervention are rigorous. The pre-school works tirelessly to ensure that children in their care receive the help and support they may require to fulfil their learning and potential. Both carers and professionals comment on the exceptional progress children have made while being in the pre-school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY388978
Local authority	Cheshire East
Inspection number	873944
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	58
Name of provider	The Hollies Pre-School Limited
Date of previous inspection	13/07/2009
Telephone number	01625 850 176

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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.

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.

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