

Holy Cross Pre-School

Tracyes Road, HARLOW, CM18 6JJ

Inspection date

Previous inspection date

20/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children settle quickly into the setting because the key person system is well-established. As a result, children are able to form secure attachments because staff provide them with good levels of emotional support.
- Teaching is good because practitioners fully understand how to promote children's learning and have high expectations for their achievement. As a result, children are making good progress.
- Children demonstrate a good understanding of how to manage risks themselves because practitioners teach them how to use and handle equipment safely.
- Practitioners are well-supported by parents, whose views are valued. As a result children benefit from a closely monitored understanding and assessment of their individual needs, which enables them to make good progress.

It is not yet outstanding because

- There is scope to provide additional activities and resources to further support children who speak English as an additional language.
- Whole group activities are occasionally not organised sufficiently well to fully engage all children.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed practitioners and children in each of the playrooms and in the outside areas.
- The inspector held a meeting with the manager, talked to practitioners, children and key persons.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of practitioners and safeguarding procedures.

Inspector

Susan Parker

Full report

Information about the setting

Holy Cross Pre-School was registered in 2013 on the Early Years Register and on the compulsory part of the Childcare Register. It operates from a purpose built premises in the grounds of Holy Cross Primary School in Harlow, Essex. The pre-school is privately owned. The children have access to enclosed areas for outdoor play. The pre-school employs seven members of childcare staff. Of these, five hold an appropriate early years qualification at level 3, and two members of staff hold qualifications at level 2.

The pre-school opens Monday to Friday during the school term. Sessions are from 8.45am until 11.50am and from 12.10pm until 3.10pm with a hot lunch offered between sessions. There are currently 84 children on roll. Children attend for a variety of sessions. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide consistent opportunities for younger children to develop their concentration and maintain attention during group times, for example, by reviewing the organisation of whole group activities
- increase the opportunities for children to use their home language in activities, to enable them to further communicate and express their own ideas as they learn English.

Inspection judgements

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

Staff meet the needs of all children consistently well. This is due to a good understanding of the provision of individually tailored educational programmes provided in the pre-school to support children's learning. Staff effectively use observations and assessments of children's achievements based on accurate starting points. Plans for progression and suitable challenges are effectively linked to planned activities to ensure that all children make progress. Children with special educational needs and/or disabilities are extremely well-supported and this enables them to make rapid progress in the prime areas of learning. Children who speak English as an additional language are also well-supported. For example, they are welcomed by a poster saying hello in numerous languages which contributes to all children feeling valued. However, there is scope to further expand the

use of children's home language in routine activities. Children's personal, social and emotional development is well-promoted. Staff actively encourage children to try for themselves before stepping in. As a result, all children, including those with special educational needs and/or disabilities, make very good progress in their independence and confidence.

Children's physical skills are supported by the choice of a wide range of activities and equipment which challenge their abilities and promote progress. For example, different sized climbing apparatus and slides enable children to master the skill before moving on to something higher and more challenging. A wide choice of scoot on and ride on toys enable children to progress and learn to pedal bikes confidently. All children are given equal opportunities to participate and learn this has resulted in very good progress for children with mobility issues. Staff skilfully use open-ended questions to promote children's language and thinking. For example, 'If I make one like yours, how many will we have?', 'What has happened?' 'Where can you find it?' As a result, children are confident communicators. Children's confidence and self-esteem are supported. For example, children are each chosen to become a 'helper'. They take pride in the additional responsibilities such as getting the room ready for lunch. Even young children glow with pride and self-confidence in these helper roles. Consequently, children are rapidly displaying the skills they need to be well prepared for school.

Partnerships with parents are well established. They are involved in completing an initial detailed information form about their child when they first start. On-going information between parents and staff is shared regularly regarding children's welfare and progress. Parents and carers spoken to on the day of the inspection, comment that they are really happy with the good progress the children have made in this pre-school and they feel fully involved in their children's learning.

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

Children's emotional well-being, confidence and self-esteem are effectively supported. Children show that they have formed strong bonds and attachments with their key person and other staff; they are happy and freely display affection. Staff use good teaching methods, they talk to children at their own level and they value their affection. As a result, children show that they understand how to behave in a safe and acceptable way. The staff in the pre-school are calm, friendly and welcoming. As a result, children are happy and enjoy their time in this pre-school. They are free to investigate and learn in this well-resourced setting. Children freely choose and access a good choice of appropriate equipment and resources. This is effective in promoting children's independence and consequently results in children displaying their feelings of confidence and security.

All children are provided with individually tailored settling-in procedures in partnership with parents. This enables key persons to ensure that children's care needs and well-being are fully supported. Key persons know the children well and they are happy. As a result, children settle very quickly into pre-school routines. They ensure that children gain the knowledge, skills and experience they need to confidently move onto school. Children

regularly participate in whole group activities where they begin to learn to interact positively in group situations. However, on occasion, there are two or three group times planned for specific activities such as learning about what the hairdresser does. This results in the younger children becoming fidgety and sometimes disturbing the learning. Children display a good awareness of managing their own personal safety as the staff provide provides gentle reminders, such as being careful of other children when climbing the slide and manoeuvring their bikes and pedal cars. Staff further support children's growing independence by successfully holding back and encouraging them to try to do as much as they can for themselves. This is successful in promoting children's rapidly developing personal independence skills and self-confidence. Consequently, children's understanding of safety and managing risk for themselves is good.

Children are adopting healthy lifestyles because they take part in a good range of physical exercise activities. Additionally, they grow their own fruit and vegetables in the greenhouse and outdoors. Hot cooked lunches are offered to all children at the end of the morning session and at the beginning of the afternoon session. Here children eat the same healthy foods as their friends and adopt a positive approach to trying new tastes and foods. Staff also provide fruit for snacks and regularly offer cookery activities to further promote children's understanding of healthy eating. Children are also well-supported to feed themselves independently and to use cutlery safely. Children thrive on the opportunities they have to explore and learn about their bodies, their emotions and to recognise the needs of other children. As a result, care practices are good and staff ensure that children's welfare and emotional well-being are successfully promoted.

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

Staff are effective in promoting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage to a good standard. Robust risk assessments and good staff vigilance effectively help safeguard children. Any accidents, incidents, possible risks and any complaints are addressed promptly and are accurately recorded. Staff attend safeguarding children training and they demonstrate a detailed knowledge of the procedures to follow should they have a concern about a child. They are clear about their fundamental roles and responsibilities to protect children. Extremely secure procedures are in place for checking that staff are suitable to work with children.

The manager regularly conducts professional supervisions which ensure that the good practice delivered by staff is regularly monitored in order to maintain the good levels of care and learning provided. Further training and professional development are well-supported, which enables the staff to continue to improve their already good understanding and practice. The manager has clear plans for further improvements which are firmly based on the views of all staff, parents, carers and children. She actively seeks the views and opinions of other professionals as part of her ambition to provide outstanding care and learning for all children.

Very successful partnership working and links between the pre-school, parents, carers and

other professionals ensure that children's needs are promptly identified and very well-met. Detailed and accurate information is shared regularly between all adults to ensure that each key person has a firm knowledge of children's progress, interests and abilities. This ensures that children receive the assistance, support and resources they need to make good progress. The manager implements and monitors the learning and development requirements to a good level. This results in clear and flexible planning which clearly identifies children's next steps and ensures that all areas of learning are taught consistently well throughout the pre-school. Consequently, all children make good progress in relation to their individual starting points and enjoy their time in this pre-school.

The Childcare Register

The requirements for the compulsory 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	EY468257
Local authority	Essex
Inspection number	936909
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	84
Name of provider	Natalie Lynch
Date of previous inspection	not applicable
Telephone number	01279306327

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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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