

# North Holmwood Pre-School

North Holmwood Village Hall, Spook Hill, North Holmwood, DORKING, Surrey, RH5 4JP

<b>Inspection date</b>	12/06/2014
Previous inspection date	14/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 staff have a good knowledge of the learning and development requirements and have effective systems for observing, assessing and planning for children's individual needs. This means children make good progress in their learning.
- The staff resource the pre-school well and provide children with a stimulating environment, which they actively explore.
- Children develop strong attachments with pre-school staff, which help them feel secure. They are curious learners who display a strong sense of belonging.
- Good partnership with parents effectively promotes the initial sharing of information about the children to support their care and learning.

### It is not yet outstanding because

- Some staff do not always make the most of opportunities to extend children's learning by asking questions or fully interacting with children during some play activities.
- Staff do not seek parents' views when evaluating the service they offer. Therefore, parents are not able to contribute to the evaluation process.

## 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 observed activities in the main hall and outdoor learning environment.
  - The inspector held discussions with the manager, staff, children and parents.
  - The inspector completed a joint observation with the manager.
- The inspector sampled a range of policies and procedures including children's learning journals, held discussions with the manager on behaviour management procedures, partnerships with parents and nappy changing routines.

## Inspector

Janet Thouless

## Full report

### Information about the setting

North Holmwood Pre-School registered in 1984. The pre-school is managed by a committee and operates from North Holmwood Village Hall, near Dorking, Surrey. Children have access to the main hall and an adjoining smaller hall with toilet facilities available. All children share access to an outdoor play area. The pre-school serves the local area and children attend from the surrounding towns and villages.

The Pre-School is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from 9.15am to 12.15pm during school term time. Two afternoon sessions are offered during the summer term to support children going on to full-time education, depending on demand. Children attend for a variety of sessions. There are currently 35 children on roll in the early years age group. The setting receives funding to provide free early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

A total of seven staff work with the children, of those, the manger holds a Degree in Early Childhood Studies and the deputy holds a Foundation Degree in Early Years. The remaining staff hold appropriate early years qualifications.

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

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

- strengthen ways to challenge children more in their learning by making the most of opportunities to talk to them and ask questions as they play
  
- develop further the partnership with parents by seeking their views on the evaluation of pre-school practice.

### Inspection judgements

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

Staff have a good knowledge of the learning and development requirements. They offer a good range of interesting, stimulating and challenging experiences for children to enjoy. The staff carry out regular monitoring of children's development through observational assessments, which they use in conjunction with a well-developed tracking system. This enables staff to identify any gaps in children's learning and plan for their next steps. Children's records of achievement clearly show how staff will support and challenge each child appropriately across all areas of learning.

Staff give a high priority to encouraging parents to play an active part in their children's learning. For example, parents contribute to initial assessments by completing All About Me forms, which provides essential information on children's starting points. Parents are able to read their children's developmental records. They comment that they enjoy discussing their children's progress with their children's key person. Staff provide parents with ideas to support the current pre-school topic. They are encouraged to record children's 'wow' moments and display them on whiteboards at the pre-school. This gives children the opportunity to share home events with their friends and staff.

Children are happy, confident and enjoy their learning in this welcoming pre-school. The caring staff team respect and value each child, which helps children to learn to respect themselves and others around them. Staff base activities on children's individual learning in order to support them to make good progress. When staff identify that children need support in developing relationships with others they set out activities that children can participate in together. Staff show children how to play together with large wooden building blocks. The staff place blocks on top of each other asking children for suggestions on what they can create. Staff then move away allowing children to play and problem-solve together. Therefore, supporting children's understanding of friendships and cooperation.

Children spend long periods of time at their chosen activity. For example, they become fascinated in the movement of a ball as it travels through water along different levels of guttering. They match objects, such as fir cones to corresponding numbers displayed in outdoor play. To extend children's mathematical awareness further staff move numbers out of sequence asking them to identify particular numbers. Staff talk to children as they fill containers at the sand and water table, introducing language to discuss size and capacity. In addition, staff plan interesting open-ended activities, such as providing a range of different size boxes. These boxes become houses, campsites and surprise birthday presents developing children's creativity and imagination. As children play staff talk to them about the size of each box 'will this one fit?' 'Oh it's too big' and 'what do we need?' Children confidently respond explaining we need a smaller box. This supports children's mathematical development and creative thinking.

Staff support children's communication and language through play and ask questions that encourage children to think and respond. Staff ask what types of fruit they are preparing for snack and how many cups and bowls they need. However, occasionally staff miss opportunities to extend children's use of language through effective interaction, for example during games of picture Lotto. This reduces opportunities to further extend children's learning. Staff model writing for a purpose by displaying signs and captions around the environment. They provide opportunities for children to write in pretend play, such as writing shopping lists and invitations for tea parties. Staff help children to recognise and write their name and there are frequent discussions about letters and sounds.

Staff seize every opportunity to expand on children's spontaneous interests. For example, when children excitedly discover a woodlouse in outdoor play staff introduce a bug box with magnification so they see it more clearly. They excitedly pass it around to each other

looking closely and discussing its features. In addition, when children show an interest in the resurfacing of the road outside pre-school staff set out resources so children can recreate what they have observed. There are very good opportunities for children to develop a love of books. They independently select and look through books and enjoy listening to stories when staff read to them. Staff skilfully use large story books and prompts to engage younger children to help to develop their listening skills, curiosity and enjoyment of books. Overall, children are showing good levels of concentration and interest in all that they do. Consequently, they are acquiring the skills they need to move on successfully in their learning and eventually to school.

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

The staff have positive relationships with parents and children as they welcome them into the pre-school. Children arrive happy they smile and wave to their parents when they leave. Staff have develop secure relationships with the children. Therefore, those children who arrive upset and not wanting to leave their parents are quickly re-assured and then happily go off to explore the environment. There is an effective key person system in place for all the children who attend. As a result, children are happy and comfortable in the pre-school.

Staff are good role models and encourage children to resolve potential conflict and develop effective strategies to manage their behaviour. For example, when one child takes a toy from another, staff calmly return the toy offering children explanations and distracting the child with a similar toy. In addition, staff interact with younger children as they play offering guidance on how to play. Therefore, younger children are developing an understanding of wanted behaviour and self-control. Children smile when they hear positive praise from staff. This builds children's self-confidence and their self-esteem.

Staff allow children to be independent and carry out small tasks for themselves. For example, children find and display their own name to self-registrar. Staff praise children, which motivate them further. As a result, children are active in their own learning and develop their independence skills. The staff organise the environment well and maintain it to a good standard of hygiene. It is bright, stimulating and has a good stock of resources indoors and outdoors. Children are confident in their environment and can independently choose equipment to initiate their own play and learning. The staff check the equipment regularly to ensure all toys are safe for the children to use.

The staff offer children healthy snacks at snack time. Parents provide children with their own lunch boxes. Staff store the Lunch boxes safely in the fridge and staff check the contents of these to promote healthy eating. Children understand the need to wash their hands through daily routines. Staff maintain children's privacy during nappy changing routines and staff change nappies on a regular basis meeting young children's physical care needs. The staff offer children water and milk during their snack times and children can help themselves to their personal water bottles throughout the session. These times are sociable occasions for staff and children. They talk about the foods they are eating and learn what foods are healthy. Therefore, children are developing their personal

independence and learning about healthy lifestyles.

Children spend time in the fresh air enjoying local walks around the community or take part in special events. They walk to the village pond to collect frogspawn then watch as it develops into tadpoles. They excitedly talk about the fast movement of the tadpoles as they swim. They know that the tadpoles will eventually turn into frogs and return to the pond. Children enjoy outings to the farm where they learn about the care of chicks and goslings. They celebrate special events such as birthday, Chinese New Year and Burn's Night. Therefore, children develop understanding of the world around them.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. Staff are fully aware of the safeguarding procedures. Staff have attended child protection training and know what they should do if they have any concerns about a child in their care. There are effective policies and procedures in place, the manager shares these with the staff team and reviews them annually, or before if there is a need to change them. Robust procedures are in place with regards to recruitment, vetting and induction of staff to check they are suitable to work with children.

The manager and staff have a clear vision of how they want to make further improvements to the pre-school to raise the quality of the provision for children. Good levels of self-evaluation are in place, with supporting action plans and monitoring documentation in partnership with the local authority. The manager monitors the delivery of the educational programmes to identify any emerging gaps in children's learning. Staff attend regular training to support their ongoing professional development. Staff meetings take place on a regular basis where together staff evaluate the delivery of the learning and development requirements to improve outcomes for children. However, although the manager and staff effectively reflect on their provision, the manager does not give parents regular opportunities to share their views to contribute to the evaluation process. Staff undertake comprehensive, written risk assessments of the environment and outings, which they document and adapt as required.

Staff have developed positive relationships with parents. Staff share the planning of activities with the parents and incorporate information they provide. This supports children's learning further as the pre-school and parents work in close partnership together and promotes continuity of care. Parents spoken to praise the staff on how well they support the children at the pre-school and how much information they gather before children start. The parents say they are happy with the care and education and how well staff share information about their children. To strengthen partnership working staff are developing plans with support from the local authority to invite parents to attend workshops on child development. Staff work closely with outside agencies and this also involves the parents. As a result, staff demonstrate good knowledge when working with other professionals. The pre-school has established good relationships with teachers at local schools. Therefore, they are able to offer support to older children and parents in

preparation for 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

<b>Unique reference number</b>	122675
<b>Local authority</b>	Surrey
<b>Inspection number</b>	959945
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of provider</b>	North Holmwood Pre-School Committee
<b>Date of previous inspection</b>	14/02/2011
<b>Telephone number</b>	01306 883502

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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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