

# Holy Cross Pre School Nursery Limited

Holy Cross Catholic Primary School, Laburnum Drive, SUTTON COLDFIELD, B76 2SP

<b>Inspection date</b>	16/07/2014
Previous inspection date	Not Applicable

<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

- Children are motivated and confident learners. The key person system enhances the relationship with children and their families successfully. This means that children develop secure and trusting relationships with practitioners who know them well.
- Practitioners have a good knowledge and understanding of how children learn. Practitioners plan activities effectively based on children's interests and this means children make good progress in their learning and development.
- Inclusion is given good priority to ensure all children and their families are valued equally and respected. The effective partnerships between parents and carers and other agencies ensure children's needs are met and their protection is assured.
- Good priority is given to safeguarding and protecting children. This is evident through effective practices that successfully promote children's well-being and safety.

### It is not yet outstanding because

- There is room to strengthen children's access to art and craft materials that they can use in their own time, to further enhance their expressive art and design skills.
- Children's play and learning in the outdoor area is not yet fully enhanced to embrace all areas of learning, including extending their knowledge and learning in the local environment.

## 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 both playrooms, in the outdoor area and children having their lunch in the school dining hall.
- The inspector talked to practitioners and children and held a meeting with the nursery manager.
- The inspector carried out a joint observation with the manager to assess the quality of teaching and learning.
- The inspector sampled a range of documentation, including children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, and looked at a range of policies, procedures and risk assessment documents.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- This inspection was monitored by a Team Manager to quality assure the inspection process.

**Inspector**

Jacqueline Nation

## Full report

### Information about the setting

Holy Cross Pre School Nursery Limited was registered in 2014 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery is managed by a limited company. It operates from a mobile classroom in the grounds of Holy Cross Catholic School in Sutton Coldfield. The nursery is accessible to all children and children use school playgrounds for outdoor play. The provision also offers care to children before and after school from 8am until 8.45am and 3.15pm until 6pm. The nursery provision is open Monday to Friday, during school term times, from 9am until 3.15pm. Children are able to attend for a variety of sessions. There are currently a total of 45 children on roll, of whom 19 children are within the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs eight members of childcare staff. Of these, seven hold early years qualifications at level 3. The nursery receives support from the host school and 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 opportunities for children to think more creatively by providing access to a range of art and craft materials that children can use in their own time, together with a space where they can display their work
- maximise opportunities for children to extend their play and learning in the outdoor area, and take part in play that embraces all aspects of learning, including their knowledge of the local area.

## Inspection judgements

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

The quality of teaching and learning is good and this has a positive impact on the progress children make in their learning and development. Practitioners are knowledgeable about the way children learn through play and they provide positive learning experiences for children that cover all areas of learning. Practitioners are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. Children settle in quickly and become absorbed in activities led by practitioners and those they choose themselves. Children respond with enthusiasm to the activities on offer and particularly use their imagination well through role play, by dressing up as superheroes and taking on the role of train driver while playing outdoors. Practitioners ensure children's ideas and interest are included in future plans and this helps to motivate them to learn. All

children are encouraged to try out new experiences through role play, creative play and the use of topics. Planning, observation and assessment is seen as integral to supporting children's progress and attainment. Good use of observations and practitioners' secure knowledge of children's next steps in their learning ensure that every opportunity is made to support children's good progress across all areas of learning. Practitioners ensure children's ideas and interests are included in future plans. The nursery keeps a record of children's progress in the form of a learning journal. These are shared with children and parents and provide an overview of children's enjoyment and achievement during their time at the nursery. Overall, children's progress is carefully monitored and any gaps in their learning are clearly identified and planned for effectively.

Practitioners give good consideration to the use of space and resources, the organisation of routines and the learning environment. Children also benefit because of the strong links with the host school. For example, children take part in activities in the school hall, use the school playgrounds, library and forest school area. Children thoroughly enjoy the time spent in the forest school area and they become animated in their discussion as they prepare to go outside. This provides opportunities for discovery and excitement as children have the opportunity to look through the telescope and talk about what they see. There is room to strengthen some aspects of the environment to further enhance children's already good learning. For example, by enriching opportunities for children to extend their play and learning in the outdoor area by taking part in play that embraces all aspects of learning, including developing their knowledge of the local area. Furthermore, by providing access to a range of art and craft materials that children can access in their own time, together with a space where they can display their work to further support their creative skills.

During activities and discussions practitioners take time to listen with genuine interest to what children say. They ask them questions to make them think and improve their understanding and learning. For example, they ask children if they have been thinking about words that begin with 'n' and encourage and motivate children to have a go. Practitioner's role model play well by showing children how to use equipment and guiding them when necessary to support their learning. Children's communication and language skills are fostered well and new vocabulary is introduced as children play. There are good opportunities for children to develop a love of books which they access independently and enjoy an engaging story time session. Children have good opportunities to make marks, recognise and write their name and there are frequent discussions about letters and sounds linked to their name to foster their literacy skills. Children's mathematical development is progressing well and during planned activities they confidently count, talk about shape names and colours. Children like to make their own models using a range of bricks, fit the train track together and complete puzzles to help promote their problem solving skills. Children make binoculars and talk about the circle and square shapes and they decorate their rocket book marks with the triangles and rectangles they have cut out. Children develop their knowledge of technology using a wide range of resources including, magnets, interactive toys and a computer which is readily available. Children are keen to explore their topic on Space which is incorporated in all areas of learning, such as role play which takes place in the pretend Space Centre. Good attention is given to promoting children's physical development through a range of physical activities outside and using equipment in the school hall. Overall, the quality of teaching and learning is good.

Practitioners demonstrate a clear understanding of how to help children achieve well and develop the characteristics of effective early learners. Their engagement with parents in enhancing children's learning at home and within the nursery is good. Children are well prepared for the next stages in their learning and are skilfully supported in their transition into school.

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

Children's well-being is promoted successfully. They enjoy their time at this very welcoming and supportive nursery where they can learn, explore and develop safely. Practitioners develop warm and caring relationships with the children in their care. They provide a consistent routine which helps children develop confidence and feel secure and this helps to foster children's social and emotional well-being. Practitioner deployment is effective and children are always well supervised. This ensures children remain safe and secure. Resources in both rooms are set out attractively to engage and stimulate children's play and learning. Children have time to play at their own pace, explore freely and make choices about their play and learning. This is carefully balanced with time for outdoor play and key group work.

Children's health and well-being is protected as practitioners support children well in learning how to manage their own personal care. Children thoroughly enjoy playing outside where they learn to develop positive attitudes to the importance of being in the fresh air and exercise as part of a healthy lifestyle. Children learn about keeping themselves safe and they confidently explain the rules they follow while in the forest school area. Children's specific health, dietary needs and allergies are documented in detail and understood by practitioners. Children enjoy fresh fruit snacks, use their water bottles both indoors and outside, and some children have a nutritious lunchtime meal provided by the school meals service. Inclusive practice is successful as the management and practitioner team make sure all families and children are respected and valued equally. Practitioners work with parents to support children who speak English as an additional language to ensure they progress well given their starting points. Partnership working with other agencies are successful, together with support from the school to provide advice and support for children with special educational needs and/or disabilities. This ensures prompt intervention for children who may need additional support.

Children's personal, social and emotional development is fostered well. Children are confident and their behaviour is very good. Practitioners provide very positive role models and speak to the children respectfully. They help children to understand the rules for being together and encourage good manners and consideration of others. Children develop an awareness of responsibility within the setting as they tidy away toys and take on the role of helper at snack time. Children receive positive support and praise for their achievements. This helps to motivate children in their learning and boost their confidence. Children develop kind and caring behaviours, they share well and are considerate towards each other. For example, a child suggests that another child goes first and they ask children to join in their play. Positive relationships and friendships between children are developing well.

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

Leadership and management of the nursery are good and teamwork in the nursery is strong. They demonstrate a strong commitment to drive forward positive changes in the nursery to benefit children through reflective practice and self-evaluation. Practitioners are professional, caring, enthusiastic and committed to their roles. The management team and practitioners have a clear understanding of how to protect children in their care. They are vigilant, aware of the signs and symptoms of possible abuse and know the procedures to follow in the event of concern about a child in their care. Practitioners are confident about their role in safeguarding children and have undertaken training to develop their knowledge in this aspect of practice. The setting has robust recruitment, vetting and induction procedures in place to ensure practitioner's suitability to work with children. Comprehensive risk assessments cover all aspects of the premises and access to the premises is closely monitored. Practitioners are vigilant about arrival and collection procedures and good security precautions contribute towards children's safety. Management systems run smoothly, with very good systems in place for supervision, appraisals and identification of training needs. Good arrangements are in place regarding the programme for professional development and some practitioners are continuing to increase their qualification levels. This has a positive impact on the setting and on improving children's learning and development.

Successful information sharing and partnership working with other providers and outside agencies ensure children's needs are identified and well met to help them make good progress. Strong links with the host school ensures a very smooth transition for children and this is demonstrated by children's confidence while playing outdoors and when they go for lunch in the school dining hall. Partnerships with parents are good. The manager and practitioner team place great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. From the outset practitioners learn as much as they can about the children in their care through their interactions with parents during the home visit, subsequent induction sessions and parent days. Parents are provided with a wide range of information to ensure they are well informed about how the provision operates and they are kept up-to-date about their child's progress, achievements and daily experiences through their daily journal book. Parents are invited to termly workshops and they take part in activities with their children. This also helps parents to continue children's learning at home. Parents speak very positively about the provision and say their children are happy. They particularly like the support given to children to help them progress in their language and communication skills, the bonds children have developed with their key person and the friendly practitioner team. Overall, the manager and practitioner team create an environment that is very welcoming and supportive, where children enjoy their learning, grow in confidence and develop the underpinning skills needed for their future success.

### **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>	EY472944
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	952364
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Holy Cross Pre-School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01216751191

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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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