

Holmedale Pre-School Limited

Ravensworth Village Hall, RICHMOND, Yorkshire DL11 7ET

Inspection date

04/09/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Staff plan exciting and motivating activities for all children. As a result, children are always engaged, eager to learn and make rapid progress in their learning and development.
- Children are exceptionally ready for school when they leave the setting. This is because staff clearly understand the skills children require for future learning and development.
- The staff team work superbly together. They have shared values and constantly reflect on practice. As a result, the capacity to continually improve is excellent.
- The environment is highly stimulating and exciting for children. This is because staff observe children's interests and plan activities that capture children's imaginations.
- Staff respect each child's individuality and understand their unique qualities. This means children's individual needs are met with precision and are supported to reach their potential.
- Children are exceptionally well safeguarded in the setting because staff have a comprehensive understanding of their roles and responsibilities.
- The management team implements an excellent programme of staff development. Consequently, staff are constantly seeking to improve their already outstanding practice.
- Staff have created highly effective partnerships with parents. As a result, parents feel happy and confident leaving their children in the setting and are highly complimentary of the staff.

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 children in the main hall and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the manager, staff and parents.
- A range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day, parental contributions from daily diaries and parent questionnaires.

Inspector

Laura Hoyland

Full report

Information about the setting

Holmedale Pre-School Ltd was re-registered in 2014 on the Early Years Register having previously been registered since 1997. It is situated in Ravensworth Village Hall, near Richmond and is owned and managed by a limited company. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the manager who holds Early Years Professional Status. The setting opens Monday to Friday, for 38 weeks of the year. Sessions on a Monday and Friday are 9.30am until 12.30pm and Tuesday, Wednesday and Thursday 9am until 3pm. Children attend for a variety of sessions. There are currently 12 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance children's already outstanding mathematical skills further, by providing a wider range of written numerals in the outdoor environment for children to see and discuss.

Inspection judgements

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

The quality of teaching is outstanding. Staff have a thorough understanding of how children learn and develop. They know how each child learns best and they plan learning opportunities that reflect their style of learning. Each child's interests are carefully considered when setting up the environment and staff effortlessly adapt and extend children's learning during play. Children show a keen interest in writing their names and staff use this opportunity to develop children's pencil control. This is further developed by providing malleable dough, which children manipulate, developing their small muscles. Other children explore the outside environment. They critically think about how to use plastic pipes to carry water and staff skilfully ask open-ended questions to prompt them to think and solve problems. Areas of exploration are carefully thought about by staff in order to provide children with learning opportunities to stimulate their senses, imaginations and thought processes. For example, the mud kitchen is used by children who concentrate on measuring mud and making pretend pork pies. They place them in the microwave and pretend to monitor the cooking process. Staff develop children's mathematical skills further by talking about weights and measurements. However, there are fewer opportunities outside for children to see and discuss written numbers.

Staff plan a wide variety of activities and learning opportunities. They discuss as a team,

children's stage of development and their interests and all staff know what each child's next steps are. Staff are extremely competent at supporting children to accomplish their next steps. Observations are completed regularly and staff use these to monitor children's progress and immediately close any emerging gaps in children's learning. Staff liaise closely with parents to gather children's interests and developments at home. This information is used to complement the planning. As a result, all children are making rapid progress from their starting points. Children are completely prepared for moving onto school. Staff give children the confidence to become independent learners and take responsibility for their actions. Children competently manage their hygiene needs, listen to instructions and play cooperatively. They have a brilliant attitude to learning and show high levels of concentration. These are all skills that support future learning in school.

Partnerships with parents are inspirational. All staff are approachable, friendly and ensure families' needs are fully met. Staff clearly understand the importance of creating strong bonds with children and their families in order to support children to learn and flourish. Parents are encouraged to discuss children's learning at home, using daily diaries. This two-way flow of information means that parents are fully included in their child's learning. Furthermore, children often go home with Ask me about stickers that have information written on them for parents to discuss and extend children's learning at home. Parents are regularly invited into the setting and have access to children's development files. Parents are very complimentary about the regular sharing of their child's progress through meetings with their child's key person and the manager. In addition, staff work in partnership with parents to prepare children for their transition to school.

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

All children are exceptionally well settled in the care of warm and welcoming staff. New children are supported to integrate with others because their key person spends time playing alongside them and reassuring them that they are safe and secure. Staff get to know families and children exceptionally well. They talk through children's individual needs and how staff can support their well-being. Children are supported to make secure attachments to staff. All staff fully understand their role and responsibility in creating strong bonds with children. Parents feel very well supported by staff and comment that they feel their children are exceptionally well cared for.

Children behave exceptionally well. They understand the rules and boundaries of the setting and they all follow instructions given by staff. Staff request that one child rings the bell to signal it is time to tidy up. Children immediately stop what they are doing, tidy away and line up to wash their hands. Children are learning to take on small responsibilities; they tidy up their packed lunches and remove their cups from the table ready for washing. Staff believe in giving children responsibilities in order to develop their personal, social and emotional skills. All children radiate confidence because staff constantly praise children and build their confidence and self-esteem throughout the day.

Children have a superb knowledge and understanding of how to lead a healthy lifestyle. They discuss the vitamins and minerals in food and know to wash the germs off their

hands. Staff wear protective clothing when making snacks and unpacking children's packed lunches. Staff teach children to use tongs to select crackers at snack time and they serve themselves fruit and cheese. Children confidently help themselves to fresh water throughout the day. In addition, exercise forms part of children's daily routines. They dance to their favourite songs and explore the outside area with vigour. Children are closely supervised while they take calculated risks in a controlled environment. Staff allow children to explore how to move on static climbing equipment. Staff understand the importance of allowing children to learn about dangers in the environment.

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

Leadership and management of the setting is inspirational. Safeguarding is of utmost priority and all staff are fully aware of the safeguarding policies and procedures and how to implement them. All staff have attended safeguarding training and are aware of whom to report any concerns to. They have an excellent understanding of what to do if they are concerned about a colleague's behaviour. All staff have been inducted extremely well and all are vetted to ensure they are suitable to work with children. The manager has completed safer recruitment training and understands how to recruit safely and robustly. Staff risk assess the premises daily and any identified hazards are removed or appropriately minimised. Children are always well supervised and staff deploy themselves around the setting and outside to ensure children are always supported and well cared for. Regular head counts ensure children are always accounted for.

All staff show great passion for providing exceptional quality care and education. The manager leads the setting very well and the strong team spirit shines through. Staff are extremely committed to attending training and actively seek courses to develop their own professional capabilities. Staff share their learning at meetings and new ideas are implemented quickly. Staff conduct peer observations on each other and use video recording equipment in order to discuss and improve their practice. They continually strive to develop the setting. All staff are involved in the setting's self-evaluation and development plans are reviewed every two weeks. Staff monitor the planning and the manager uses her expertise as an Early Years Professional to guide and support staff to reflect on their performance and strengthen their already outstanding teaching methods.

Partnerships with parents and other professionals are exemplary. Staff are fully committed to seeking the views of others in order to embrace children's individuality and their unique characters. Although there are no children with special educational needs and/or disabilities, staff have a wealth of knowledge of how to support children and where to obtain expert advice. Parents are extremely complimentary about the setting and staff. They feel their views are listened to and regular questionnaires are sent out to gather their views. A file of compliment letters and cards show the great appreciation parents have for staff. Regular visits by the local authority consultants are warmly welcomed by staff who listen to suggestions and implement ideas. This collaborative way of working demonstrates a superb attitude to working in partnership with others.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY474628
Local authority	North Yorkshire
Inspection number	956921
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	12
Name of provider	Holmedale Pre-School Ltd
Date of previous inspection	not applicable
Telephone number	07751 148805

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

