

Hollytree Community Pre-School

North Baddesley Community Centre, Fleming Avenue, North Baddesley, SOUTHAMPTON, SO52 9AQ

Inspection date	21/10/2014
Previous inspection date	16/09/2009

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

- Management and staff work exceptionally well together. They are all absolutely committed to continually improving and maintaining the high-quality service provided for all the children, and their families.
- Children thrive and make excellent progress in their learning and development in relation to their starting points on entry. This rapid progress is due to outstanding teaching in a highly stimulating environment where children are able to follow their own interests, explore freely and become active learners, indoors and outdoors.
- Children's behaviour is excellent. Children act very respectfully towards each other and adults. They demonstrate high levels of self-control and confidence relevant to their age and abilities in all their activities.
- Highly effective partnerships with parents contribute significantly to children's well-being. Communication is excellent, and all parents are actively involved in their children's learning, both at the pre-school and at home.

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 took part in a joint observation, and had a tour of the pre-school with the managers.
- The inspector held discussions with the chair of the committee and the pre-school's managers.
- The inspector talked with some children, staff and parents, and took account of their views.
- The inspector observed children and staff engaged in activities.
- The inspector looked a range of documents, including some policies and procedures, risk assessments, and records for children and staff.

Inspector

Jane Franks

Full report

Information about the setting

Hollytree Community Pre-school opened in 1976 and registered with Ofsted in 2001. It operates from the main hall of a community centre in the village of North Baddesley near Southampton. It is managed by a committee comprised of parent volunteers. The pre-school is registered on the Early Years Register. The pre-school serves families from the local area. It supports children with learning difficulties and/or disabilities, and those who are learning English as an additional language. There are currently 23 children on roll. All of these children are in the early years age range. The pre-school opens each weekday from 9.15am to 1.15pm, during term time only. There are six members of staff, including the two managers, who work with the children. Five staff members have a recognised early years qualification.

What the setting needs to do to improve further

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

- ensure drawers and resources are clearly labelled with words and pictures so children have opportunities to recognise and select additional activities for their play, and have enhanced chances to develop literacy skills.

Inspection judgements

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

The knowledgeable and enthusiastic management and staff team provide a rich learning environment where children's individuality is recognised and cherished. The quality of teaching is excellent. All staff show dedication to the children joining in and extending children's learning from their interests. This results in children making excellent progress in this exciting setting, where very high quality teaching meets their individual learning and development needs. Staff have exceptionally high expectations of all children and engage all parents superbly in their children's learning from the outset. Staff spend considerable time with parents finding out about what children can do before they start at the pre-school. As a result, parents feel valued and staff are able to effectively plan for individual children from the very start of their placement. This means no time is lost.

Staff teach children to learn and develop early writing skills. Children have many opportunities to make marks with a variety of suitable materials, which are freely available, such as, play dough, pens and pencils. Staff encouraged them to assign meaning to their marks, encouraging children to talk about their pictures and to write down their names, showing the very high expectations that they have of children. Children enjoyed stories in the cosy book area which promoted either individual or shared stories with adults. An extensive range of literature inspires children to choose books to browse

through. However, not all drawers and resources are clearly labelled with words and pictures, to enrich literacy development and to support children's understanding by providing visual cues. Nevertheless children have excellent opportunities to become familiar with the written word. Staff provide an environment that is rich in print, through displays and posters. A love of books develops too through children taking home books weekly to share with their parents. The lending-book system supports the ongoing work with parents to aid children's learning at home.

Staff engage and capture children's interests by using expert teaching techniques. They provide children with many wonderful opportunities to develop their senses, use their imaginations, and to be creative. Children created a musical shaker independently, developing their creative and decision-making skills as they selected their own materials and resources skilfully. They explored the idea of volume when they filled and checked the weight of their bottles. Staff expertly used the children's spontaneity to encourage older children to problem solve, and to think about additional resources they may need, while the younger ones explored the feel of different textures. This shows the staff team's ability to adapt activities to reflect the individual learning needs of these children, and to seize spontaneous learning opportunities.

Staff are highly skilled at observing and evaluating children's learning. They have excellent systems to identify keep track of the skills which children are developing, and those which the children have already achieved. This system enables staff to plan highly effectively to encourage the next stages in each child's learning in partnership with parents. Staff carry out assessments of children's development accurately, which they share with parents.

Children's achievements are celebrated both at the pre-school and at home. Parents are fully involved in identifying their children's next stages in learning through regular discussions and meetings with the particular persons who take special responsibility for their children. Consequently, these strategies enhance parents' understanding of how their children learn, increasing their ability to fully support their children's progress at home.

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

Children arrive at the pre-school, happy, confident and very eager to begin playing. All children develop strong attachments to their special person, as well as to other members of staff. The staff work very well as a team and provide a calm and caring environment where each child is extremely valued and included. As a result, new children settle quickly and demonstrate a strong sense of belonging and well-being.

Children's behaviour is excellent. They know the expectations for behaviour because staff make these clear. They respond positively to the staff team's gentle reminders to think of others. Children are extremely kind and caring to each other. Older children enthusiastically show the new children where to find activities and resources encouraging the new children in settling into their routines. However, the lack of labelling somewhat restricts children doing this for themselves.

Staff are excellent role models and readily say, 'good morning' to each child when they arrive helping the children to develop their social skills well. Children are very welcoming to visitors as a result, and spontaneously show visitors their achievements during the session, showing strong motivation to learn.

Staff teach children to develop excellent personal skills as part of a healthy lifestyle. They promote children's good health well, always taking their dietary needs, allergies and preferences fully into account. Staff sit with the children at snack time, acting as good role models while they demonstrate desirable social skills and create a pleasant occasion. Children select and peel their own fruit independently. As they do so, staff provide sensitive support and chat with children about what they have been doing and what they would like to do later. Children have fun outside in the fresh air, using a rich range of equipment to encourage their physical skills and fitness. They learn how to negotiate space around them competently, such as when they ride around on scooters. Staff teach children an understanding of personal safety by incorporating 'traffic lights' into their imaginary play with their vehicles. Staff remain close at hand to keep them safe when they try new things, while extending their ideas.

All children participate in a range of outings and visits in the local community that enrich their experiences. For example, children enjoy regular visits to the library, the park or the local school. As a result, children are aware of the community, and socialise with others, so develop their confidence which supports school readiness because they are emotionally secure.

Safety and security is prioritised. Risk assessment systems are particularly robust, both for indoor and outdoor areas, and for the many outings that take place. Staff enhance and develop children's developing understanding of how to stay safe in numerous ways. For example, staff explain to children why they need to tidy away toys and children participate in regular fire-evacuation drills.

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

The management and staff team work exceptionally well together in order to provide the very best for the children. All staff have a robust knowledge of the safeguarding and welfare requirements, which they implement effectively. They are clear about their roles and responsibilities to safeguard children and meet their needs. Staff understand fully the safeguarding and child protection policies and procedures of the pre-school. Children's safety and well-being is given high priority. All staff have completed first-aid training. Implementation of an extensive risk-assessment programme results in the premises being entirely secure and safe. Staff complete daily risk assessments for the premises, outdoor play areas, and for outings, taking all positive steps to minimise risks so that children are safe. Staff deploy themselves extremely well to ensure children are continually supervised..

Management monitor the educational programmes, and set high expectations for staff

performance and children's achievements. As a result they quickly identify gaps in the educational provision, in individual children's learning or in the progress of specific groups of children. High quality, professional supervision is provided, based on consistent and sharply focused evaluations of the impact of staff's practice. This ensures that all staff working with children have an excellent knowledge and understanding of the Early Years Foundation Stage and how children learn. There is a very well established and effective system of self-evaluation that drives continuous improvement based on the views of the staff, children and their parents. Management and staff constantly reflect on and monitor the effectiveness of the pre-school, and strive for further improvements, although labelling of some resources is overlooked. Regular staff meetings and daily discussions provide invaluable opportunities for staff to discuss and share their ideas and suggestions.

Staff actively engage with parents and work closely with them, to meet the needs of children. Parents make many positive comments about how friendly and caring the staff are, and they praise the, 'excellent' range of activities provided. All parents spoken to stated how, 'very happy' their children are in the pre-school.

Highly productive partnerships with others, including speech and language therapists, make an outstanding contribution to meeting children's needs. The close, partnership working with other professionals ensures that children's needs are identified quickly, and that they are supported to make outstanding progress from their starting points on entry. Management has established very effective links with the staff of the local school and feeder schools to which children will move. As a result, the children are extremely well prepared to take the next steps in their education.

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	110120
Local authority	Hampshire
Inspection number	845628
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	23
Name of provider	Hollytree Community Pre-School Committee
Date of previous inspection	16/09/2009
Telephone number	07594 591935

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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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