

Holy Family Pre-School

Holy Family School, Mansel Road West, Millbrook, Southampton, Hampshire, SO16 9LP

Inspection date	19/11/2014
Previous inspection date	03/06/2009

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

- Children have an enthusiastic approach to learning as staff carefully design and deliver, one rich learning experience after another.
- Managers are highly effective at using assessment of children's progress to make early interventions, which reduce, or help to prevent, gaps in children's learning.
- Observant staff quickly praise children's efforts and boost their self-esteem. Children flourish as they play, learn, experiment, and create, in the warmth of caring and appreciative staff.
- Staff demonstrate an excellent awareness of the safeguarding and welfare requirements. They continually look for ways to take extra steps to keep children safe and healthy.
- Purposeful and regular information sharing with parents ensures they are fully informed of their child's progress, and that children thrive in the continuity of care and learning between their home and pre-school.

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 a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

Holy Family Pre-School registered in 1998. It is registered on the Early Years Register, and both the compulsory and the voluntary parts of the Childcare Register. The pre-school operates from a self-contained unit attached to Holy Family Primary school on the Millbrook Estate in Southampton. Children have access to an enclosed garden area. The pre-school serves families from the local community.

The pre-school opens each weekday during school term times. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm, or children may attend all day. There are currently 54 children on roll, all of whom are in the early years age range. The pre-school supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The pre-school is in receipt of funding for the provision of free early education for children aged two, three, and four years.

There are 12 staff members who work with the children all of whom hold an early years qualifications at level 3 or above.

What the setting needs to do to improve further

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

- increase opportunities for children to discover and care for wildlife in the outdoor area during the winter months.

Inspection judgements

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

Staff at the pre-school meet the individual needs of the children who attend exceptionally well. This is because the manager sets high standards across every aspect of the pre-school, and her committed and capable team aspire to achieve them. Staff demonstrate an extensive knowledge of the learning and development requirements of the Early Years Foundation Stage. This is evident in the diverse and interesting activities they provide for children across the indoor and outdoor learning environments. Planning is meticulous and weaves annual celebrations and festivals into half-termly projects, which excite the children's imaginations and curiosity. For example, children's interests move on from celebrations of bonfires and firework displays, to rockets in space. Staff use stories about aliens, and rockets going to the moon, to extend children's understanding of new vocabulary and concepts. Children create planets and spacecraft, from foil and recycled materials, and add them to the bright sparks on their night-time display. Younger children delight in sensory play as they make, and add, different materials to form planets in an alien green wallpaper-paste gloop. Learning is both fun and thought provoking as staff

carefully design and deliver, one rich learning experience after another.

Staff pay considerable attention to children's skills and achievements and consistently monitor their progress across all areas of learning. While their planning is meticulous, it is also flexible. Staff are extremely effective at using their knowledge about each child to plan activities that help all the children embed existing skills, and learn new ones. Short daily sessions of small group work provide each key person with an opportunity to focus on a specific aspect of children's learning. For example, staff who wanted to assess children's knowledge of mathematical concepts chose a resource children could use for a variety of purposes. Staff observed that some children chose to fill a yellow cup with yellow bears, while others sorted the bears according to their size. These daily observations inform staff about how they can extend children's learning as they make their own choices and discoveries across the pre-school. Consequently, children make excellent progress taking into account their capabilities and the time they spend at the pre-school.

Children see and access a wealth of rich resources that spark their imaginations and motivate them to investigate further. They concentrate for lengthy periods as staff create cosy spaces to help protect children's constructions and small world play from boisterous playmates. Children think through their creations and their stories. They have time to review their achievements, improve them, and appreciate their skills at work. Observant staff quickly praise children's efforts and boost their self-esteem. Children flourish as they play, learn, experiment, and create, in the warmth of caring and appreciative staff.

Staff work successfully with parents to share information about children's progress. This fosters continuity in learning across home and the pre-school, as adults nurture children's enthusiasm for new subjects in both places. Staff constantly update their training and share new initiatives with parents. For example, staff see the benefits of rearranging their playroom to create more child friendly spaces. These better listening environments help children to hear themselves and each other as they talk, negotiate, and cooperate with each other. Children hear clear speech models and learn to identify changes in the emotional content of what other children say to them. Staff develop this idea for parents by providing child-friendly sacks for children to use at home. Staff make it easy for parents to create their own wonderful moments with their children with just a piece of cloth and a book, or a few props. Parents commend staff for their rhymes and stories they add to the photographs of toys who visit homes for the weekend. Staff and parents give children an abundance of rich experiences for them to talk about, and plenty of opportunities to tell other children and adults about their adventures.

Daily updates and regular sharing of resources complement formal termly reviews of children's progress. These updates help parents and staff ensure that all children make levels of progress suitable for their age, stage, and individual ability. For example, very young children quickly acquire strong personal, social, and emotional skills as they settle away from home. Children learning English as an additional language benefit from an extra focus on developing communication skills, as parents and staff read familiar stories in both languages. Children learn about the rich diversity of the world, while overcoming any barriers, as familiar illustrations and expressions help them enjoy the same funny tale. Parents and staff share any concerns they have about gaps or delays in children's learning

promptly. This helps them identify additional ways to support children, and other agencies to turn to for more specialist guidance. Senior staff have considerable experience in working with a wide range of colleagues locally and are highly effective in their support for parents as they pursue support from other agencies. Excellent relationships with other local early years providers and primary schools also support children's next steps in learning and moves to school.

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

Children receive consistently high levels of attention and care in the pre-school. Staff are adept at settling younger children, offering plenty of reassurance and comfort. Staff also know the children well, and balance their praise for children's current achievements with new opportunities for challenge and confidence building. A highly effective key-person system means that children receive excellent support to meet their changing needs. Systems for sharing information and rotating activities across the team result in a highly efficient team, who provide continuity in care to meet children's individual needs. Children demonstrate superb levels of confidence and contentment as they explore each area of the pre-school and the inspiring resources within them.

Staff manage children's behaviour extremely well. There is a very strong emphasis on promoting positive behaviour through a wide range of innovative ideas and resources. For example, staff write and teach children rhymes and songs to support their changes in activities. These help children learn self-control as they wait for parents to arrive, or younger children to get ready to play outside. Children quickly learn new songs, which help to develop their memory for longer phrases, but also for the key message songs contain. For example, children remember how to wash their hands thoroughly to get rid of germs. They learn to plan their clothing to suit the weather and modify their actions to show kindness to their friends. Staff find amicable ways of resolving conflict when it does occur. Homemade books and colourful images, clearly illustrating a wide range of human emotions, provide useful reference points for children struggling to express their feelings. Staff fill in gaps in children's learning, as they introduce books and games to teach children a broader range of vocabulary to express emotions more clearly. As children gain a secure understanding of what they and their families look like, staff add on a further dimension to challenge their thoughts. For example, they share attractive books clearly depicting all kinds of feelings and all kinds of people. Staff include small world people who look different, who wear different clothes, and use different devices to help them move, listen, or see. Children recognise the diversity of life around them and think about their similarities and differences.

In all areas of the pre-school, staff nurture a sense of responsibility and independence so that children become increasingly able to manage their own needs. For example, children gather to make books and staff ensure they can choose from a variety of paper and binding materials. Children learn to pull and cut sticky tape, punch holes, and thread treasury tags. Scissors and staples are at hand, but so is an observant member of staff, who is quick to help children manage new risks and sharp tools. Children develop a sense of personal safety outdoors as they manage their large vegetable patch with metal rakes,

forks, and spades. Most children have already learnt to keep the points facing the ground and replace tools in a large trough when the job is done. This is because attending to their vegetables has been a routine activity in previous months. In this activity, children are well versed in how to keep themselves, and each other, safe from harm. So much so, that they guide each other's behaviour and look out for the younger children who are less experienced with a garden fork. The parent committee and staff are creating a series of exciting learning environments in the relatively new outdoor play area. Children thoroughly enjoyed digging for worms during the inspection, but mini-beasts were in shorter supply as the winter approached. This meant that children who wanted to explore and investigate the natural world were a little restricted in their learning.

Staff constantly review their practice to provide further opportunities for children to grow in confidence and social skills. They arrange snack time so that children learn to make informed choices about when to eat, and teach children about choosing healthy foods and drinks. Staff also teach children how to clear away after themselves and wipe up spillages. Staff work closely with parents to develop children's readiness for school. They make photograph books of the children's new schools to help prepare them for change. Sometimes staff accompany children to new schools, but many move on to the adjacent school. Staff warmly welcome all the children's new teachers into the pre-school where children are confident and more socially adept at taking charge of their environment. A steady paced series of visits to new schools means children become familiar with new faces and routines and positive about their forthcoming changes.

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

Leadership is unassumingly inspirational. The pre-school manager and her team have a wealth of experience in delivering high quality care and educational provision to this community. Staff have a comprehensive knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. All members of the staff and the committee thoroughly review policies and procedures annually, and share these with parents. This keeps the whole team refreshed and focused on daily procedures that promote children's welfare and safety. Clear procedures, and highly effective teamwork, ensure staff cover each area of the pre-school and adapt to support children's changing needs. This undoubtedly contributes to the welcoming, safe, and stimulating pre-school where children feel secure and grow in confidence.

Staff training in child protection receives the highest priority as all staff update their skills annually. This results in them being very clear and confident about how to address concerns. Initial vetting, induction, and probationary periods, help to ensure that all staff are suitable to work with children. Annual declarations, regular supervisions, and professional appraisals, help to ensure staff remain suitable and appropriately skilled for their roles. All staff hold current certificates in paediatric first aid, food hygiene, and health and safety. Staff diligently follow procedures for recording any accidents, injuries, illness, or medication staff administer and share these with parents. Security around, and into, the premises is excellent and risk assessments minimise the risk of any harm coming to

children while they attend the pre-school. Staff carry out more frequent evacuation practices as new children settle into the routines of the pre-school. They also teach children age-appropriate skills in how to keep themselves safe and healthy.

Staff meet all the learning and development requirements of the Early Years Foundation Stage to a very high standard. Staff are highly motivated towards providing the best care for children, demonstrating an enthusiasm for their work, with a clear commitment to improving achievement for all children. Staff plan activities around the needs and experiences of individual children, so they provide just the right levels of challenge for each child. Senior managers monitor the effectiveness of education programmes, and how children progress in all areas of their learning. Systems for mapping the progress of individuals, and different groups of children, mean that staff quickly address any gaps and delays in children's learning. Consequently, practice to support children's learning is highly effective in meeting every child's individual needs. Systems for self-evaluation are highly effective and ensure that all parties contribute to plans for improvement across the pre-school. Managers welcome specialist advisors to the pre-school supporting effective partnership working when families need additional levels of guidance or information.

The quality of information for parents is excellent, both before and during their child's placement. Children's individual needs are well met through the trusting and respectful relationships staff foster with parents. Staff share key messages from regular training updates with parents. This includes information as diverse as the impact of domestic violence or examples of child neglect, and strategies to strengthen children's progress in communication or social skills. Parents say they feel welcome and valued, and were keen to express their high levels of satisfaction with the pre-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. 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	131537
Local authority	Southampton
Inspection number	846355
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	37
Number of children on roll	54
Name of provider	Holy Family Playgroup Committee
Date of previous inspection	03/06/2009
Telephone number	023 8039 9675

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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.

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.

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