

# Holmer Pre-School

Holmer Church of England Academy, Holmer Road, HEREFORD, HR4 9RX

<b>Inspection date</b>	28/11/2014
Previous inspection date	05/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Teaching is good and children are progressing well because they are provided with a wide range of challenging activities, which cover all areas of learning. Staff focus strongly on the promotion of children's language skills, ensuring they effectively learn to communicate.
- Staff have a good understanding of their safeguarding responsibilities and regularly refresh their understanding of the procedures to protect children and to keep them safe.
- Caring staff get to know children and families well. This helps children to form secure emotional attachments and promotes their well-being effectively.
- The leadership and management of the nursery are strong and they are able to recognise areas where improvement is needed. They are determined to make the necessary changes to move the nursery towards excellence.

### It is not yet outstanding because

- On occasions, children are not provided with sufficient time to decide what they would like to play with or how they would like to play. This is because sometimes staff intervene too soon and direct them.
- Staff do not always ask for a wide enough range of information about children's existing skills and knowledge from parents on entry, to help them to sharply focus initial assessments and to plan precisely for children's immediate learning needs.

## 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 toured the premises and observed activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector had discussions with the manager and also spoke to the staff and the children.
- The inspector looked at children's observation and assessment records and the planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Tina Smith

## Full report

### Information about the setting

Holmer Pre-School was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Holmer Academy School in the city of Hereford. The pre-school serves the local area and is accessible to all children. There is an enclosed area for outdoor play. The pre-school employs nine members of childcare staff, of whom five hold appropriate early years qualifications at level 3. The manager and a room leader are qualified to level 4. The pre-school is open for 47 weeks of the year and is open from 8.15am to 6pm. There are currently 50 children on roll, who are in the early years age group and they attend for a variety of sessions. The pre-school provides funded early education for two-, three-, and four-year old children. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school receives support from 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 the already high standard of teaching by encouraging staff to be more perceptive in recognising when to stand back and when to intervene in children's play, so that they have more control over their play and decision making
  
- establish firmer starting points for children's learning by seeking precise, detailed information about their prior learning and development from parents when they first begin to attend.

### Inspection judgements

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

Children make good progress in their learning and development because staff provide a wide range of stimulating activities that they enjoy. The quality of teaching is good and generally, there is a good balance of child-initiated and adult-directed play. Children independently access the resources on offer and staff provide activities, which have focussed learning intentions. For example, children prepare for the pre-school's nativity. They listen attentively, follow instruction and enthusiastically sing and join in with actions of the songs. Staff support them by offering lots of praise and thanking them for their good practising at home. However, on occasions, children are not fully in control of their play because they are not provided with sufficient time to decide what they would like to play with and how they would like to play. This is because staff sometimes intervene too soon and direct them. When children first come to the pre-school, staff gather some

valuable information from parents about their child's interests and care needs. However, staff do not ask for a wide enough range of information about children's existing skills and knowledge, to help them to sharply focus initial assessments and to plan precisely for their immediate learning needs. Staff regularly observe where children are at in their learning and assess these observations, in order to identify next steps to help them move forward. These identified next steps inform the planning of future activities, which help to ensure they are meaningful to children and reflect their stage of development. Staff discuss children's progress, activities and achievements with their parents on a daily basis and listen to what they tell them about what they have been doing at home. The nursery encourages parents to continue their child's learning at home in a number of ways. Regular newsletters advise parents of the letters or shapes their child will be looking at in pre-school. Also, children have the opportunity to take 'Lily Bear' home for the weekend. Children are excited and keen to take 'Lily Bear' home and parents are encouraged to add information to the diary concerning the exciting activities, which they have taken part in over the weekend. The children's learning records are easily accessible to parents, so they can review and add to them. Parents also receive written progress reports to which they are invited to contribute. As a result, parents are kept well informed of their child's progress and they are able to continue their child's learning at home. Staff have a good understanding of their responsibility to carry out progress checks for children aged between two and three years. This means that young children's assessments are monitored effectively, so that early intervention can be sought if necessary.

Children are developing effective learning skills because they happily engage and investigate the resources available to them. They use their imagination and make links to their home life as they take the dolls for a walk in the pushchairs, talking about going to the shops on their way. Children are beginning to learn about numbers, shapes and size as they play with a selection of games, which enable them to make patterns, match and order. In addition, they fill and empty different sized containers with sand and use tools effectively to make shapes from play dough. Children's language skills are developing well because they chat away to both staff and their peers throughout the day. Staff stimulate meaningful conversations by asking 'Who's birthday is next? A child very confidently announces 'I share my birthday with the Queen'. Staff use good questioning techniques, asking questions, so children have the opportunity to learn through thinking, for example, 'what do you think happens next?' This supports children's thinking skills and promotes communication, self-confidence and self-esteem; all skills which are needed in readiness for school. Children express their creativity as they dress-up as different characters and use a range of paints, glue and glitter to make pictures. They have access to a good selection of books, which they handle correctly. Effective use of group sessions, such as singing and story time, help to develop children's social skills, as well as nurture their communication and language development. Children learn to recognise their names as they use name cards at registration time and during small group activities that staff model how letters are formed when they make marks.

All children are welcomed and valued. Children with English as an additional language or those with special educational needs and/or disabilities, are fully included. Staff recognise children's individual learning needs and support them to join in activities at their own pace. Children learn about the importance of being active and they are developing a good range of physical skills. They use the school hall to take part in 'Wiggle sessions' where

they dance and march around. Children enjoy spending time outdoors in the fresh air in a well-resourced area. The pre-school has access to the school's playground, so they have lots of space to kick balls, use hoopla hoops and ride-on toys.

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

Children's emotional well-being is effectively promoted throughout the pre-school. A key-person system ensures all children benefit from secure attachments. This provides a strong foundation for their general well-being. The caring and supportive environment helps children to feel safe. Settling-in sessions are used to build relationships with both children and parents, who are encouraged to share details of their child's individual care needs and routines. Consequently, staff know children and their families well and they benefit from consistent care. Staff work effectively to meet the individual and group needs of the children in their care. They are positive role models and led by the management team. They foster a caring, supportive and respectful culture. Children are well supported by staff, who help them achieve personal independence. They are encouraged to try to open their wrapped sandwiches at lunch time and to put on their own coats and shoes for outdoor play. Children are well prepared for the next stage in their learning because staff give careful consideration to preparing them for school. This is because the pre-school has very good partnerships with the adjoining school and children are encouraged to participate in school life and activities. For example, children take part in school events, such as fetes and use their facilities during the day. The reception teacher often visits the pre-school and during the summer term, children are invited to attend sessions in the reception class, so that they become familiar with the environment as well as routines. Consequently, the transition between pre-school and school is a positive experience for the children.

Staff place a strong emphasis on keeping children safe. Children are well supervised by staff. They behave well because staff are positive role models and give clear guidance as to what is acceptable behaviour. For example, children are reminded to be kind to one another and to take turns and share. Children develop many of the skills necessary for future life. They form friendships with their peers and staff provide experiences that require cooperation and communication. For example, children take turns to roll the hoopla hoops to one another and diligently put them away after use.

Children's health and well-being are well promoted by staff, who encourage active play. Parents provide packed lunches for children, which are stored appropriately. In addition, parents can order cooked lunches for their child. At lunch time, staff discuss with children which foods are healthy and reasons why they should eat them. Children have regular access to fresh drinking water and are provided with milk and fruit at snack time. The outdoor learning environment provides valuable opportunities for children to extend their learning while being physically active. For example, children use chunky chinks to make big pictures on the outdoor blackboards, promoting their physical development. Children also use the school hall for physical activities, such as dance and music. Meaningful explanations help to raise children's awareness of how they can keep themselves safe. For example, staff explain the dangers to children when they are using ride-on toys and running fast in the big playground.

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

Children are safeguarded well. This is because the management and staff have a good understanding of child protection and the procedures to follow if they have a concern about a child in their care. All staff have current first-aid certificates and therefore they have the knowledge and skills to act appropriately should children have an accident or become ill. Risk assessments are completed and appropriate action is taken to minimise identified hazards. This helps to ensure children's safety within the pre-school. All records required for the efficient management of the pre-school are in place. Policies are accessible to staff and parents, these are regularly reviewed with staff contributions noted. Regular staff meetings take place where the educational programme is discussed, along with the safeguarding practice and behaviour management. Recruitment procedures are robust, with safer recruitment principles being implemented. All staff are checked thoroughly before being employed and well-organised induction procedures are in place to assist new staff, including students on placement.

The leadership and management of the pre-school are strong. The manager and staff are highly motivated and committed to reflective practice and continuous development of the pre-school. They are determined to make the necessary changes to achieve excellence. The qualifications of staff and their secure understanding of how children learn is a key factor in the good quality of teaching. Play is planned around children's interests and staff provide challenging next steps for each child. As a result, children make good progress in their learning. The manager understands the need to monitor the educational programme, along with the quality of teaching. She reviews the planning and assessments to ensure children's learning and progress are effectively supported. She also observes practice, providing clear feedback, so that staff can make improvements if necessary. However, ways to encourage staff to be more perceptive in recognising when to direct or intervene in children's play is not firmly embedded. Therefore, at times children do not have autonomy over their play. Staff receive ongoing support from management through one-to-one supervisions and appraisals. This helps management to identify any concerns earlier on and offer appropriate support, if needed. In addition, appraisals are used to review staff's ongoing suitability. Clear action plans are set, which show a true reflection of the pre-school and the impact it has on the children's progress. As a result, a strong capacity for improvement is shown and the pre-school continues to move forward on its journey towards excellence.

Partnerships with other professionals are effective and staff work closely with them, in order to help children, who need additional support, sharing information with them through the use of diaries. As a result, children receive a complementary approach to their learning. Parental partnerships are strong. Staff spend time with parents at the beginning and end of each day, discussing their child's needs and achievements. Parents are also invited to meet with staff to discuss their child's progress more formally. This two-way flow of communication ensures that parents are kept well informed about their child's progress. The pre-school receives support from the local authority adviser and implements changes that are suggested to enhance their practice. Parents' comments during the

inspection show that they are happy with the care and education offered to their children. Staff throughout the pre-school create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. This means that every child receives a happy and enjoyable experience, which prepares them well for school or the next stage in their learning.

### **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

<b>Unique reference number</b>	EY356893
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	863478
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	35
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Holmer Pre-School Ltd
<b>Date of previous inspection</b>	05/03/2012
<b>Telephone number</b>	07796204133

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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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