

Holton le Clay Pre-School Group

Holton le Clay Infant School, Church Lane, Holton le Clay, Lincs, DN36 5AQ

Inspection date

12/01/2015

Previous inspection date

17/09/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 make good progress in their learning and development because staff are skilful teachers who have an in-depth knowledge and understanding of how children learn.
- Children's personal, social and emotional development is fostered very well. They are confident, independent and happy when they are at pre-school. Children's behaviour is exemplary. They are very well-prepared, both emotionally and academically for when they start school.
- Good progress has been made since the last inspection. The manager, staff team and committee have worked hard to make improvements. As a result, children are safeguarded because all committee members have undergone the required suitability checks.
- Partnerships with parents and carers are very good. Parents are fully included in all aspects of pre-school life. This has a positive impact on children's care and education.

It is not yet outstanding because

- On occasions children's play and exploration is interrupted because they have to stop what they are doing to allow another child to have a turn. This means their learning is not always fully maximised.
- Systems for monitoring the quality of teaching are still being embedded. The manager and committee are not yet fully using all available methods to raise the quality of teaching to outstanding.

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 the main playroom, the school hall and in the outside area.
- The inspector conducted a joint observation with the manager.
- The inspector had discussions with the manager, staff, children, committee members and the Reception teacher from the school.
The inspector looked at a range of records, including children's details, learning information, written policies, self-evaluation form and a selection of other documents.
- The inspector checked evidence of suitability and qualifications of staff and committee members.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Clare Johnson

Full report

Information about the setting

Holton le Clay Pre-School Group was registered in 1984 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom within Holton le Clay Infant School in Lincolnshire and is managed by a committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play and the pre-school also have use of the school grounds. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. The pre-school opens from Monday to Friday during school terms. Sessions are from 8.50am until 11.50am and from 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 36 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities. The pre-school is affiliated to the Pre-School Learning Alliance and 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:

- consider alternative ways of organising activities so children's play and exploration is not interrupted, in order to fully maximise learning
- enhance systems for monitoring the quality of teaching further to include staff, committee members and other early years professionals from the wider community to move the quality of teaching from consistently good to consistently outstanding.

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. Staff are very good teachers who plan a wide range of activities based on children's interests and developmental needs. The environment is conducive to learning as there is plenty of choice so children never become bored. Children confidently move around the pre-school selecting which activities they would like to take part in. Many spend a long time on their chosen activity and show high levels of perseverance and concentration. Staff are fun and playful practitioners who use their humorous natures to engage very well with children. They know when they should stand back and allow children's learning to happen naturally and also when they should get involved and teach children new things. For the vast majority of the time children are not interrupted in their play. For example, they have free choice over when they have their snack and go outside and this allows them to take each session in the direction they wish. On occasion, however, children's play and exploration is

interrupted as they have to stop what they are doing to allow another child to have a turn. For example, many children enjoy playing with the dough and although staff know this they do not provide enough space to accommodate all of the children who wish to join in. As a consequence, children take turns but their learning in other areas is cut short.

Children's communication and language is well-supported because staff give them constant opportunities to practise their speaking, listening and understanding. Staff use phonics throughout the session and have received training on supporting children's communication, which is having an obvious impact. Children's early literacy is fostered as they enjoy making marks and practising their emerging writing skills in many different ways. They choose to write their name and then decorate it intricately, combining literacy and creativity. Children love listening to stories. The deputy manager is a fantastic story teller who transports children into the story she is reading by involving them and making reading fun. As a result, children are gaining a love of books and reading, which is a crucial foundation for future learning. Staff use children's interests to stimulate their imaginations and extend learning. For example, many children have shown a great deal of interest in a popular story about a snow queen. Staff use children's enthusiasm to promote their creative development as they paint pictures and dress up in their role play.

Staff work in close partnership with parents and carers regarding their children's education. Parents are fully included from the start as they complete All about me books detailing their children's interests and abilities. Regular discussions ensure staff and parents develop close relationships, which enable staff to support children's development at pre-school and parents to extend learning at home. Parents comment that they are very happy with how much progress their children are making at pre-school. They say they feel well-informed about what their children are doing and how they can enhance this at home. Children with special educational needs and/or disabilities are very well-supported. Close partnerships between staff, parents and external professionals ensure they make good progress based on their starting points and abilities. Effective partnerships with the Reception teachers in school ensure children are very well-supported in their learning and development in preparation for school. The Reception teacher speaks highly of the quality of teaching and assessment data she receives from staff.

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

Children's well-being is fostered very well by the kind and caring staff team. New children settle-in quickly because staff spend time getting to know them and their parents so they can meet each child's individual needs. Children and staff share close bonds and work together as one big team. Everyone is valued in this pre-school. Children's behaviour is exemplary. Staff are excellent role models and show respect to the children and each other. Children copy staff and are polite, courteous and share and take turns willingly. They show real concern for each other and staff, checking to see if everyone is alright. Children are prepared very well emotionally for when they start school.

Children are constantly praised for their achievements and this really boosts their self-esteem. Each week they receive awards for various accomplishments and when presented with their certificates they beam with pride. Staff value children highly. They proudly

display their work around the room and the environment evolves around them. Children are confident to approach staff and other adult visitors to pre-school. They are proud to inform them about everything they do and where everything is. This high level of self-confidence prepares children very well for the move to school.

Children have daily opportunities for fresh air and exercise in the outside area. They can also use the whole school grounds for different physical activities. Each week children enjoy a physical education session in the school hall. Their self-care and independence skills are supported as they change their shoes and get ready for the session. They enjoy helping staff to set out an obstacle circuit and then taking turns to try each activity out. Children move their bodies in many different ways by climbing, crawling, sliding and jumping. They take managed risks while staff closely supervise them, thereby learning about their own safety. Children's physical development is promoted well and they are further supported in the transition to school as they use the facilities and become familiar with the environment. They benefit from healthy snacks, which they help to prepare. They use safety knives to cut their cheese and apples and arrange the pieces on their crackers. Children learn about healthy diets, in a hands-on way.

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

Leadership and management are good. The manager, staff team and committee have worked hard since the last inspection to make the necessary improvements. All committee members are now known to Ofsted and have undergone the required suitability checks to ensure children are safeguarded. The committee are much more knowledgeable about their roles and responsibilities and, as a result, all welfare requirements are now met and often exceeded. The manager and staff are alert to the signs and symptoms of child abuse and neglect and know how to make referrals to the local authority if they are worried about a child. As a result, children are protected. The environment is safe for children due to the thorough risk assessments conducted by staff each day. There are a good range of policies and procedures in place, which are used effectively to ensure the smooth running of the pre-school. The staff team are well-established, many having worked here for some years. Recruitment is rarely necessary but there are appropriate systems in place to ensure anyone recruited is suitable to work with children.

The manager monitors the educational programme and children's progress very well. She and her staff team assess children's development on a regular basis, which ensures all children make good progress in all areas of learning. Systems for monitoring the quality of staffs' teaching practice are more recently established. The manager observes staff and gives them constructive feedback for improvement. Plans are in place to involve all staff and committee members, however, this is still to be embedded in practice. Furthermore, the manager has previously linked up with early years practitioners from other settings. This is something she would like to re-establish to raise the quality of teaching to a consistently outstanding level. The staff team work extremely well together and offer each other continuous support. Morale is high and this has a very positive effect on the children, as they see their teachers happy, positive and respecting one another. Staff are supported well by the manager. They have regular supervision and appraisal meetings

where they can discuss their key children and any training needs. All staff have early years qualifications and attend regular training throughout the year. This commitment to continuous professional development has a positive impact because the quality of teaching is good.

Staff work in close partnership with parents and carers regarding children's care and education. Parents speak highly of the staff and how they feel fully involved with pre-school life. There is a real community feel to the pre-school. Many of the committee members have children in the group and recently a parent put on a pantomime locally to raise funds to support the pre-school. The manager, staff and committee have high expectations of themselves and for the children. Their drive for improvement is clear and focussed development plans and honest self-evaluation are ensuring continuous improvement. Staff are very receptive to external support from their local authority advisor. They also work very closely with the school they are adjoined to and another local early years setting. This proactive approach to partnership working has a positive effect on the quality of children's care and education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	253520
Local authority	Lincolnshire
Inspection number	992400
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	36
Name of provider	Holton le Clay Pre-School Group Committee
Date of previous inspection	17/09/2014
Telephone number	01472 822065

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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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