

Holy Family Pre School

Holy Family Primary School, Marlowe Avenue, Swindon, Wiltshire, SN3 2PT



Inspection date	21 January 2015
Previous inspection date	13 October 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff organise a variety of useful learning experiences for children, so they make good progress in their learning.
- Staff understand the children's needs well. They assess children's skills accurately putting additional support in place if needed. This attention means all children progress well given their abilities on entry.
- Staff are caring and supportive. They meet children's daily care needs well. Children learn to manage their behaviour following the staff's positive example. Staff prepare children well for school.
- Staff are well trained in safeguarding and child protection. Managers monitor the quality of staff practice in order to help it improve continuously.
- Children follow good hygiene routines. They enjoy healthy snacks and meals, which promote their good health.
- Partnerships with parents and outside agencies are strong because of continuous effective communication.

It is not yet outstanding because:

- Staff do not always ensure the environment is constantly exciting inside and out, to make sure all children have highly stimulating, rich learning experiences.
- Staff do not always challenge and extend learning outside through encouraging high levels of exploration and investigation.

What the setting needs to do to improve further

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

- extend opportunities for learning through further developing a highly stimulating, rich environment inside and outdoors, particularly in regard to the natural world
- develop staff interaction with children's outside play to provide more challenge and extend the children's learning during exploration and investigation.

Inspection activities

- The inspector observed children's activities and the quality of teaching both inside and out, and looked at the range of resources, including those for technology.
- The inspector spoke to staff and children at appropriate times and held meetings with the manager and special needs coordinator.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working with the children.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Helen Millard

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide an interesting range of activities which develop learning well across all areas. Children enjoy their play and choosing resources for themselves, which encourages independence. Staff adapt activities readily to suit different ages. The quality of teaching is good. Staff encourage children to be creative. They enjoy making their own designs and acquire new skills while doing so. Staff speak clearly and usually promote discussion through good questioning. Staff use many ways, including counting songs and story time, to develop children's early mathematical, literacy, communication and language skills well. However, the environments staff provide do not always engage the children as well as possible in finding things out for themselves, particularly in regard to the natural world. Staff miss chances to extend learning by encouraging children to experiment. Staff continually observe and assess the children's progress. Checking and tracking of progress ensures staff identify any gaps in learning and support is then provided. Staff support children learning English as an additional language particularly well. Parents value regular communication with staff, sharing information about children's achievements at home, which helps staff plan what children need to learn next.

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

The environment is safe and welcoming. Staff praise children and build their self-esteem. Children behave well. Children manage their personal needs independently, for instance by organising their lunchboxes and dressing to go outside. Older children often look after the younger ones, which develops responsibility and kindness. Staff use good hygiene and safety practices to keep children well and safe at pre-school. Staff have discussed healthy lunchbox content with parents, which has developed children's learning about healthy eating. Regular exercise sessions develop children's physical skills well, along side use of a wide range of equipment outside.

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

The manager has a good understanding of the responsibilities of the role. The manager checks on the quality of teaching, including planning and assessment, to review and improve staff practice. Systems for identifying and evaluating improvements are successful. For example, staff are rightly planning to enhance outdoor areas. The pre-school's committee has a range of policies and procedures, which guide staff practice so they are clear on what is expected of them. These help staff support children's well-being. Staff understand safeguarding and child protection procedures. They act appropriately when necessary to protect children's welfare. There are robust systems to check staff are suitable to work with children. Regular training ensures staff improve their skills. Contact with other early years settings and support agencies enables ideas and information to be shared. This sharing has a positive impact on improving teaching and learning. Parents'

views are valued to help improve the provision. Staff provide parents with regular opportunities to discuss their children's progress and ways of supporting learning at home.

Setting details

Unique reference number	507989
Local authority	Swindon
Inspection number	842273
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	65
Name of provider	Holy Family Pre-School Committee
Date of previous inspection	13 October 2010
Telephone number	07732 704560

Holy Family Pre-School opened in 1983, and registered with Ofsted in 2001. It is run by a committee of volunteers. Children use a mobile classroom in the grounds of Holy Family Primary School. There are two outside areas available for play. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school is registered on the Early Years Register. The pre-school is open from 8.45am until 11.15am, and from 12.15pm until 2:45pm each weekday during school term times. The Pre-school also offers a lunch club between 11.15a.m - 12.15a.m every day. There are 11 members of staff working with the children; of these eight have relevant early years qualifications.

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