

# Holway Community Pre-school



Holway Primary School, Shakespeare Avenue, Taunton, Somerset, TA1 2JA

**Inspection date** 23 March 2015  
Previous inspection date 23 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager does not effectively monitor planning and assessment arrangements. Therefore, staff do not use the information they gather to plan experiences to support children's next steps effectively.
- The manager does not always organise and deploy staff well to ensure they engage effectively with children during their play. This is particularly evident during imaginative play.
- Staff do not always organise the routines of the day well by making the best use of group activities, such as song time, to encourage children to play and learn together.

### It has the following strengths

- Staff promote children's mathematical skills well in all aspects of their play, which is an improvement from the last inspection.
- Staff sufficiently support children with special educational needs and/or disabilities. They work well in partnership with parents, key agencies and professionals to support learning at home.
- Staff use suitable teaching strategies to promote children's learning, especially their communication and language skills. Through training, staff have developed good knowledge of how to use sign language to develop these skills further.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop processes for monitoring children's learning and development across all aspects of the educational programme to ensure they make effective progress
- improve the organisation and deployment of staff to ensure children are supported in their self-initiated play, particular during role play.

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

- organise further opportunities for children to play and learn together in group activities.

### Inspection activities

- The inspector observed children playing inside and outdoors.
- The inspector spoke with children, parents and staff at convenient times during the inspection.
- The inspector observed staff interaction with children and spoke with them about children's care, learning and development.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documentation, including children's records and the setting's self-evaluation document, policies and procedures.

### Inspector

Rachael Williams

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff make some observations of children's engagement during activities; however, they do not effectively monitor and use children's next steps to influence future planning. Furthermore, although staff know their key children's interests, they do not use this information to promote their learning or deploy themselves appropriately to make the best use of all learning opportunities. Children concentrate well in small-group games where they learn to take turns. For example, they counted spots on the dogs and identified the corresponding number, thus demonstrating suitable mathematical skills. Children have sufficient opportunities to explore malleable materials. Staff demonstrate skills for children to copy, such as how to roll out the mint-flavoured play dough to decorate their cakes. Staff use suitable questions to encourage children to solve problems independently. Children enthusiastically participate in familiar songs, following instructions and actions well. However, some children become distracted during group sessions, particularly when staff take others to wash their hands. Therefore, staff do not always utilise group times to help children learn together in preparation for their next stage of learning and school.

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

Children happily enter the setting as staff support their emotional well-being effectively. There is an abundant range of high-quality toys and resources easily accessible in a welcoming environment. This means that children can make decisions about their play. Staff support children's care practices well. Children are aware of their own needs, such as easily accessing their drinks bottles when they are thirsty. Children learn good self-care skills, such as blowing their noses and discarding tissues appropriately. They make healthy choices at snack time and pour their own drinks, preparing them well for the next stage in learning. Children have regular opportunities to play outside while staff engage in positive interaction with them, for example, by helping them develop ball skills and using the opportunity to introduce children to early calculation. Effective commentary of children's actions by staff and appropriate praise helps them to build confidence.

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

The manager ensures staff sufficiently risk assess the environment so it is safe and secure for children. The manager uses adequate processes to evaluate and monitor the provision. However, she does not rigorously oversee the progress children make due to the gaps in the assessment process. This means that not all children make consistently good progress in their learning. Staff implement effective procedures to safeguard children and have attended relevant training. The manager conducts appropriate recruitment and vetting procedures to ensure that all adults working with children are suitable.

## Setting details

<b>Unique reference number</b>	143077
<b>Local authority</b>	Somerset
<b>Inspection number</b>	841580
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Holway Community Pre-school Committee
<b>Date of previous inspection</b>	23 March 2010
<b>Telephone number</b>	01823 274535

Holway Park Community Pre-school registered in 1992. It operates from a classroom on the site of Holway Park Primary School, Taunton. The pre-school is open weekdays during term times from 9am to 3pm. The provider is in receipt of funding for free early education for children aged two, three and four years old. Staff support children with special educational needs and/or disabilities and those learning English as an additional language. The provider employs six staff, three of whom hold early years qualifications at level 5 and three who hold early years qualifications at level 3.

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