

Holmthirst Pre-School

Woodseats Methodist Church Hall, Holmthirst Road, Sheffield, South Yorkshire, S8 0GU



Inspection date

2 June 2015

Previous inspection date

6 July 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

- Children make good progress in their learning. This is because staff understand how to assess children's skills and plan activities that meet their individual needs and interests.
- Staff are qualified and have good knowledge of the Early Years Foundation Stage. They attend regular training, which has resulted in a positive impact on the learning experiences they offer for children.
- Children benefit from the effective key-person system, which helps them feel settled, safe and secure. As a result, all children are forming good attachments with staff who know them well.
- Children are safeguarded because the manager and her staff team are aware of the signs of abuse and neglect. They are fully aware of the reporting procedures in the event of a child protection concern.
- Indoor play areas are inviting and well equipped with a wide range of good quality resources for children to explore.
- Effective partnership working takes place with the local schools. Teachers come and visit the pre-school, which results in children being confident and prepared for their move on to school.

It is not yet outstanding because:

- Children have fewer opportunities in the outdoor environment to explore the natural world and see and use letters and numbers during their outside play.
- Staff do not always organise group activities effectively to maximise children's learning.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment, to include more opportunities for children to explore the natural world and to promote their literacy and numeracy skills by seeing words and numbers in print
- improve the organisation of group activities, for example, by having smaller group sizes so that all children benefit from rich opportunities to join in the learning experiences.

Inspection activities

- The inspector observed a variety of teaching and learning activities and spoke to children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of staff and committee members' suitability, training and qualifications, and a selection of other documents.
- The inspector looked at planning documentation and children's learning and assessment records.
- The inspector took account of the views of parents and carers spoken to on the day and from information in the setting's own parent surveys.

Inspector

Sadie Corbett

Inspection findings

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

Children make good progress, as they are well supported by staff who have a good knowledge and understanding of their individual needs. Staff support children's communication and language skills well. They use a variety of methods, such as visual aids, to enable children to understand and extend their communication skills. This is especially effective to support the children with special educational needs and/or disabilities, and who speak English as an additional language. Children learn phonics during group time. Staff use props beginning with the focused letter to reinforce children's understanding. They play fun games together to promote mathematics, enabling them to count and recognise numbers. However, group activities are not always well organised. The group sizes are sometimes too big to enable all children to benefit, and occasionally activities go on too long so children lose interest. Parents are kept informed of the progress their children are making and are encouraged to contribute to their children's learning. As a result, children are prepared for their next stage of learning, such as moving on to school.

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

The whole pre-school environment is welcoming. Children are given many opportunities to gain independence by carrying out manageable tasks for themselves. They help themselves to a healthy snack and can freely access their milk and water. The staff are further preparing the children for their move on to school by encouraging them to dress and undress themselves for exercise sessions. Children take part in a variety of activities to enhance their physical skills, such as team games and using a parachute. They are learning the importance of keeping healthy through discussions and regular exercise. Children get daily fresh air in the outdoor area. They run, jump and ride bikes. Children are engaged in their play as they use their imagination, by pretending to be on a camping holiday. However, children do not have many opportunities to explore the natural world further. Additionally, the outdoor environment does not fully promote children's emerging mathematical and literacy skills through exposing them to a variety of print outside.

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

The manager has a secure understanding of the requirements of the Early Years Foundation Stage. There are procedures in place to ensure the safety of the premises, and the suitability of staff and committee members. All practice is underpinned by detailed policies and procedures. The successful performance management of staff ensures a highly effective level of practice is continually maintained. Planning and assessment arrangements are monitored and reviewed regularly to ensure all children are making progress. There is a strong capacity for continuous improvement. The manager and her team successfully evaluate their strengths and identify where they could improve. As a result, the pre-school continues to raise standards and improve outcomes for children and their families.

Setting details

Unique reference number	300715
Local authority	Sheffield
Inspection number	867255
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	44
Name of provider	Holmhirst Pre-School Committee
Date of previous inspection	6 July 2010
Telephone number	0114 2747725

Holmhirst Pre-School was registered in 1992 and is managed by a voluntary management committee. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are between 8.30am and 3pm. The pre-school provides funded early education for three and four-year-old children.

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