

# Hollytrees Pre-School

Chipping Ongar Primary School, Greensted Road, ONGAR, Essex, CM5 9LA



<b>Inspection date</b>	10 November 2015
Previous inspection date	11 January 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children have access to a wide variety of interesting resources both indoors and outdoors. Children are confident, motivated and enjoy exploring their environment. They develop the skills needed for the next stage in their learning.
- Children are happy and settle quickly as the key-person system is effective. Staff have a warm and caring rapport with the children and are very knowledgeable about children's individual needs and interests. This helps to meet children's emotional needs and care routines.
- Staff are very successful in working in partnership with parents. They develop positive relationships and work with them to promote children's learning in the pre-school and at home. Parents offer very positive feedback about their children's progress and how much their children enjoy attending.
- Staff form effective partnerships with the teaching staff at the host school. Pre-school children regularly join in events at the school. This helps them to become familiar with the new environment and helps prepare them well emotionally for the move to full time education.
- Staff are encouraged to further their professional development as they receive regular supervision and training opportunities. This has a positive impact on children's progression as staff update their skills, knowledge and understanding.

### It is not yet outstanding because:

- The manager has not yet established a highly successful system to monitor and review the progress of different groups of children.
- On occasions, staff do not fully encourage the older and more-able children to extend their creative thinking and use their own ideas.

## What the setting needs to do to improve further

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

- review and monitor the progress of specific groups of children, and use this information to assess whether the provision for different groups can be enhanced further
- enhance opportunities for the older and more-able children to express their ideas and extend their creativity.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff, children and the reception teacher from the host school.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the pre-school.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

There is a strong team spirit as the manager and staff work well together to evaluate practice and make continuous improvements. Arrangements for safeguarding are effective. Staff implement robust risk assessments of the premises to help promote children's welfare and safety. Good attention is paid to security in the pre-school. Recruitment procedures are effective and all staff undergo appropriate suitability checks. Staff have a secure understanding of what would cause them to be concerned about the welfare of a child. Overall, the tracking and monitoring of individual children's progress are used well so that any gaps in learning are quickly identified and swift intervention and help are obtained.

### Quality of teaching, learning and assessment is good

The well-qualified staff team provide an interesting and attractive play environment, where children's learning is promoted across all areas of learning and development. The quality of teaching is good as staff are consistently engaged with children. They use their observations and knowledge of children's levels of achievement to efficiently plan challenging activities. Children develop good communication and language skills. Staff talk to them on their level, ask questions and repeat back what they say. Children play imaginatively and build stories based around their own first-hand experiences in role play. Staff skilfully promote children's mathematical understanding. They encourage children to use positional language, count and compare size and shapes.

### Personal development, behaviour and welfare are good

Children thrive on the caring relationships they have developed with staff. Staff give children and their families a warm welcome each morning. During group times, staff show interest in the experiences children have had at home. This helps children to develop good listening and attention skills and promotes their confidence and self-esteem. Staff have high expectations of behaviour and offer clear boundaries and routines. Children behave well, respect one another and are able to share toys and take turns in their play. Children take part in activities to mark cultural and traditional events. They gain an awareness of the wider world beyond their immediate family experience. Children's good health is promoted. They practise good handwashing routines and eat a range of healthy and nutritious snacks and meals. Outdoor play and exercise is an integral part of the daily routine. Children develop good levels of independence. They confidently select their activities and they become competent at managing their own personal needs.

### Outcomes for children are good

All children make good progress from their starting points. Children confidently acquire the essential skills that prepare them for the next stage in their learning and for starting school. Staff have developed effective partnerships with other providers and external agencies to support disabled children and those with special educational needs. This helps to provide a consistent approach for all children to have their care and learning needs met.

## Setting details

<b>Unique reference number</b>	EY392957
<b>Local authority</b>	Essex
<b>Inspection number</b>	859481
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Hollytrees Pre-School Ltd
<b>Date of previous inspection</b>	11 January 2010
<b>Telephone number</b>	07886648694

Hollytrees Pre-school was registered in 2009 and is run by a limited company. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The manager holds a relevant degree at level 6. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am until 12 noon on Monday and from 9am to 3pm on Tuesday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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