

Holly Hill Pre-School

Sarisbury Parish Rooms, 217 Barnes Lane, Sarisbury Green, Hants, SO31 7BH



Inspection date

26 January 2016

Previous inspection date

28 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The manager does not monitor and evaluate the impact of staff performance effectively to help identify weaknesses in teaching and target areas for improvement.
- The progress check for children aged two years does not clearly show where children's progress is less than expected, to help ensure their learning needs are well promoted.
- Staff do not have consistently high expectations of children's abilities and they miss occasions to fully promote children's thinking skills, to extend their learning. Children enjoy the activities, but they do not make consistently good progress.
- The quality of teaching is not consistently effective. Staff do not take all opportunities to question or extend children's interests or knowledge, to help children build on what they already know.

It has the following strengths

- Partnerships with parents are positive. Parents say that their children are happy and the communication with the pre-school staff supports children's learning at home.
- Children settle quickly and make choices about what they wish to play with. They enjoy being outside where they can take risks in their play and engage in physical challenges.
- Staff support children who require additional support with their communication and language well. This means they are making some positive progress in this respect.
- Children learn about how to keep healthy and the foods that are good for them.

What the setting needs to do to improve further

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

	Due Date
■ ensure the progress check for two-year-old children clearly shows where children's progress is less than expected, to fully promote their future learning needs	26/02/2016
■ improve procedures for supporting and monitoring the professional development of all staff, to help improve the quality of their practice.	26/03/2016

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

- extend children's own interests and knowledge during everyday activities, to further develop and build on what they already know and enjoy
- develop ways to further promote children's thinking skills during everyday activities, to help extend their learning.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector looked at children's assessment records, planning documentation and policies, including safeguarding procedures.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector carried out two joint observations with the manager.

Inspector

Helen Harper

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff understand child protection issues and know the procedures they must follow if they are concerned about a child's welfare. The manager does not use effective monitoring and well-targeted support to ensure that the quality of teaching is consistently good. Staff have some useful training opportunities, for example, to improve the way they support children's speech and language. Staff use their skills to support children who have special educational needs at every session. They help children to make some steady progress from their starting points in this respect. Self-evaluation is not fully effective, although it does identify some areas for improvement which include better learning and development outcomes for children.

Quality of teaching, learning and assessment requires improvement

Staff identify children's starting points and individual next steps in learning, in partnership with parents. They track children's ongoing progress and encourage parents to provide information about children's interests at home. However, children do not receive enough quality teaching or questioning from staff to consistently help them make typical progress from their starting points. Children enjoy making choices in their play. They enjoy creative activities like painting, gluing and exploring lentils, and staff provide them with a variety of materials and tools to use. However, staff do not fully extend their interests and do not challenge children's thinking, or discuss with them what they are doing.

Personal development, behaviour and welfare require improvement

The environment is clean, safe and secure. Children are not always motivated to make as much progress as they can in relation to their learning as staff do not always follow children's own interests. However, staff support them well with their social skills. Children are confident, take turns and share, and help to tidy away before story and dance time. Children independently take themselves to the toilet or to wash their hands when needed, as part of managing their own needs. Staff encourage children to develop healthy lifestyles, and children enjoy climbing and running outside. They feel their hearts beating after a music and movement activity and enjoy following the instructions from an activity recording.

Outcomes for children require improvement

Children, including those in receipt of funding, learn basic skills needed to support them in readiness for the move on to school. However, children do not yet make consistently good, or better, progress to ensure they are fully prepared for the next stages in their learning.

Setting details

Unique reference number	EY306963
Local authority	Hampshire
Inspection number	834206
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	31
Name of provider	Amanda Claire Williams
Date of previous inspection	28 March 2011
Telephone number	01489 577572

Holly Hill Pre-school opened in 2005 and operates from the Parish Rooms at Sarisbury Green, near Southampton. The group opens five days a week during school term time only. The pre-school operates on Mondays from 9am to 3pm, on Tuesdays and Fridays from 9am to 12 noon, and on Wednesdays and Thursdays from 9am to 1pm. There are six staff employed to work with the children, including a manager. All staff hold early years qualifications at level 3.

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