

# Holme Village Pre-School

Village Hall, Short Drove, Holme, Peterborough, Cambridgeshire, PE7 3PA



## Inspection date

2 February 2016

Previous inspection date

12 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- All children, including those with special educational needs, make good levels of progress in their learning and development. Staff effectively support children to acquire the skills needed for their next steps in learning, such as school.
- The newly appointed manager demonstrates a secure knowledge of her role. She fully understands her responsibilities to support all children to achieve their best and keep them safe.
- The well-qualified staff team regularly observes and accurately assesses children as they play. They plan a wide range of meaningful learning experiences that meets the children's individual needs and abilities.
- The key-person system is in place and effective. Staff demonstrate very good knowledge of individual children and are able to identify ways to support their learning and development even further. Parents appreciate this effective relationship which enables them to feel that their children are cared for well during their absence.
- Effective partnerships with parents are established. Successful strategies encourage parents to become fully involved in their child's early education. Staff regularly provide parents with summaries of their children's achievements and offer suggestions of how they can support learning at home.

### It is not yet outstanding because:

- Strategies to share and gather information with other settings that children also attend are not effective enough to ensure that children benefit from high levels of continuity in their learning and development.
- The new manager has recently established a number of new systems to enable her to evaluate staff's practice. However, these are not yet fully embedded to raise the quality of teaching to an even higher level.

## What the setting needs to do to improve further

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

- build on the strategies for working in partnership with other settings that children also attend to ensure that they benefit from a highly consistent and shared approach
- embed systems already in place to enhance the mentoring and support offered to staff, so that the quality of teaching is continuously raised to an even higher level.

### 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 spoke to all staff members and some children at appropriate times during the inspection.
- The inspector held meetings with the committee chairperson and pre-school manager.
- The inspector completed a joint observation with the pre-school manager.
- The inspector looked at relevant documentation, such as the provider's self-evaluation and evidence of the suitability of staff working in the pre-school.

### Inspector

Andrea Price

## Inspection findings

### Effectiveness of the leadership and management is good

The experienced manager is supported very well by the voluntary committee, who are keen to drive forward further improvement. The arrangements for safeguarding are effective. Robust recruitment and vetting procedures are in place, ensuring that only suitable people are employed to work with children. Supervision meetings take place regularly. The new staff team works well together. They are encouraged to regularly update their knowledge and skills. This positively affects the learning experiences offered to children. Self-evaluation practices are effective and include the views of parents and children. The manager supervises the level of progress made by different groups of children. She is able to identify when children make less than expected progress in their learning and development. Staff work collaboratively with other professionals where required, ensuring that additional support is put in place quickly.

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

Children are motivated to learn inside and outdoors. Older children demonstrate good levels of concentration and perseverance as they use tools to search for buried treasure. Staff offer suggestions and question them well to evaluate their understanding. Older children are able to sound out words and receive praise for their efforts. Children play well with others of a similar age. Older children dress up in costumes and pretend to be superheroes. They talk excitedly and imagine that everyday items hold magic powers. Staff skilfully join in play, encouraging younger children to take part. Parents are very complimentary of the new manager and staff team. They comment that their children have made good progress in their communication skills since joining the pre-school.

### Personal development, behaviour and welfare are good

Children take part in healthy practices. They understand that washing their hands before mealtimes prevents them catching germs and getting ill. Children are encouraged to become independent, taking responsibility for age-appropriate tasks, such as self-registering themselves during everyday routines. Older children confidently pour themselves drinks and tidy away their plates and cutlery. Younger children are gently supported by staff to take part in everyday routines. Good behaviour is rewarded consistently by staff who offer them high fives and lots of smiles. During group activities, children learn how to share resources and take turns. These effective teaching strategies prepare children well for their next stages in learning, such as school.

### Outcomes for children are good

All children, including those with special educational needs, make good levels of progress in their learning and development, based on their starting points. Children are developing good skills in preparation for school.

## Setting details

<b>Unique reference number</b>	221868
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	854605
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Holme Village Pre-School Committee
<b>Date of previous inspection</b>	12 May 2011
<b>Telephone number</b>	07842192052

Holme Village Pre-School was registered in 1996. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens term time only. Sessions are from 9am until 3pm on Mondays, Tuesdays and Thursdays and from 9am until 12 noon on Wednesdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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