

Holway Community Pre-school



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

Inspection date	24 February 2016
Previous inspection date	23 March 2015

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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

- The manager has made sure that frequent and consistent monitoring of children's progress has helped to raise the quality of the provision significantly since the previous inspection. Now all children make good progress in their learning and development.
- Staff make accurate assessments from their observations of children to plan a wide range of learning opportunities and experiences which interest and challenge the children effectively.
- Children are settled, happy, confident and well behaved. They develop close attachments to their key person, staff and one another. Children feel safe and secure.
- The manager evaluates the quality of the provision and staff practice to ensure ongoing improvements and to promote positive outcomes for children.
- Staff establish effective partnerships with parents, external agencies and other early years providers. Children receive consistent support, which contributes to meeting their individual needs.

It is not yet outstanding because:

- Staff do not always organise large group activities effectively to encourage those children who are quieter or less confident to join in.
- Staff do not always gain information from parents prior to children starting at the setting so that they have a thorough knowledge of how to plan for children's individual needs from the outset.

What the setting needs to do to improve further

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

- improve the organisation of group activities to ensure that those children who are quieter or less confident can contribute fully
- ensure all parents are given the opportunity to share information about their children's development so that staff can plan for their progress as soon as they start at the setting.

Inspection activities

- The inspector observed the quality of teaching and the impact of this on children's learning.
- The inspector sampled a range of documentation, including children's learning records and the setting's self-evaluation.
- The inspector carried out a joint observation and an interview with the manager.
- The inspector spoke to the staff and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Michelle Tuck

Inspection findings

Effectiveness of the leadership and management is good

Management and staff have a thorough knowledge of the procedures to follow if they have a concern about a child's welfare. They have a good understanding of child protection issues and are able to recognise the possible signs or symptoms that may be a cause for concern. Safeguarding is effective. There are robust recruitment and vetting procedures in place to ensure that only those suitable to work with children do so. The manager meets regularly with staff to provide support and develop their knowledge and teaching skills further, for example, through training opportunities. Following training, staff plan learning opportunities to better support children's communication and language skills, for example. The manager and her staff team have successfully addressed the actions and recommendation raised at the previous inspection. Staff deploy themselves effectively, and they now have effective systems to monitor children's progress and identify any gaps in learning. Increased opportunities for children to play and learn in group activities help to prepare them well for school.

Quality of teaching, learning and assessment is good

Staff know the children well and plan activities linked to their interests and learning priorities. They teach children basic mathematical concepts well. For example, children sort and match objects and items, name shapes, colours, and count in routines. Children are able to practise writing their name as they copy their name from their card, for example. Children have different opportunities to practise their writing skills in role play situations, such as 'making an appointment' at the doctor's surgery. The children thoroughly enjoy role play. They pretend to go shopping and take on different roles that are familiar to them, including cooking meals and looking after the baby. This effectively supports their development in literacy and develops their imaginations.

Personal development, behaviour and welfare are good

Staff create a warm and nurturing environment where children play safely. Staff teach the children about the importance of a healthy lifestyle, through discussion and by teaching them good hygiene practices. Children have daily opportunities to develop their physical skills and benefit from fresh air. They play in the outside area; where they ride on bikes, use the climbing equipment and develop good balancing skills.

Outcomes for children are good

Children are enthusiastic and well motivated to learn. They develop increasing independence in caring for themselves. For example, children use the bathroom independently, pour their own drinks at snack time and make decisions and choices in their play. This prepares them well for their next steps in learning and their move to school.

Setting details

Unique reference number	143077
Local authority	Somerset
Inspection number	1010405
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	31
Name of provider	Holway Community Pre-school Committee
Date of previous inspection	23 March 2015
Telephone number	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 pre-school is in receipt of funding for free early education for children aged two, three and four years. The pre-school employs six staff; of these, one member of staff holds an early years qualification at level 6, one holds a qualification at level 5, and four members of staff are qualified at level 3.

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