

# Holly Hill Pre-School

St Christopher's Church Centre, New Street, Rubery, Birmingham, West Midlands,  
B45 0EU



## Inspection date

Previous inspection date

22 March 2016

7 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 make good progress as a result of interesting, well-planned activities and learning opportunities. Staff take account of their interests when planning activities. Consequently, children are very engaged in their play. The quality of teaching is good. Children are challenged and stimulated. They are well prepared for the next stage in their learning.
- Staff assess children's progress regularly, in order to identify any gaps in their learning. They plan each child's next steps in learning using their observations and information gained from parents. There is a strong partnership with parents and staff guide them well in how to support children's learning at home. They share information about children's progress with parents each day.
- Children's well-being is given the highest priority and they build very good relationships with staff and their friends. Children thrive in this very happy and welcoming environment. Their behaviour is excellent, as staff manage this very effectively. Children's needs are extremely well met so that they are emotionally secure.
- There are highly effective partnerships with other professionals and early years providers in place. This means that children and their families are extremely well supported and staff have regular opportunities to share ideas and best practice.

### It is not yet outstanding because:

- Children do not yet have varied or regular enough opportunities to learn about other cultures and countries.

## What the setting needs to do to improve further

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

- provide a wider range of opportunities for children to learn about other cultures and countries.

### 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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Catherine Sharkey

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Children's safety is given the highest priority. Staff are very experienced and knowledgeable about how to protect children. Meticulous documentation and robust safeguarding procedures help to keep children safe. This is a great strength of the pre-school. The management team and staff attend a wide range of ongoing training to shape their professional development. This helps to continually improve children's learning experiences. Staff performance and the quality of the provision are carefully monitored. The well-motivated staff work as a strong team to identify and address areas for improvement. They work very closely with the staff of the adjacent children's centre and school. Staff are very dedicated and provide a safe and stimulating learning environment for children.

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

Staff have a secure understanding of how children learn through play. They use their observations to effectively plan ways to build on each child's progress. Planning is evaluated and adapted according to children's individual interests and learning styles. Staff interact well with children and encourage them to think about and recall their previous learning. Children think what they need to do to help their cress to grow. They are eager and excited as they decide what the weather is like and which sound the day of the week begins with. Staff help them to count and to recite the months of the year. Staff introduce new vocabulary and develop children's language and communication skills very well. They support children who speak English as an additional language effectively and work with parents to achieve this. Children pretend to make tea in the sand. They share the teapots and cups and fill and empty different-sized containers. They are imaginative in the role-play area and staff support their play very well.

### Personal development, behaviour and welfare are good

Children arrive at the pre-school with happy, smiling faces and all settle very well. They thrive and are nurtured by the caring staff. Staff promote healthy eating and lifestyles and share information about these with parents. Children enjoy an appetising selection of fruit and vegetables at snack time and they are encouraged to try many new foods. Staff plan exciting physical activities, such as obstacle courses and movement sessions, which children really enjoy. Children use a good range of climbing equipment, balls and wheeled toys in the outdoor area each day. They also have the use of the children's centre and school facilities so they have more space to develop their physical skills. Children respond well to frequent praise, which promotes good self-esteem. Staff prepare children very well emotionally for their move on to school.

### Outcomes for children are good

Children gain independence and good social skills in readiness for school. They develop early literacy and mathematical skills through exciting activities. Children make good progress from their starting points and gain the skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	EY372738
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	858143
<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 - 3
<b>Total number of places</b>	22
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Longbridge Childcare Strategy Group
<b>Date of previous inspection</b>	7 March 2012
<b>Telephone number</b>	0121 683 1858

Holly Hill Pre-School was re-registered in 2008. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including one at level 6. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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