

Little Hollies Pre-School

The Pavilion, Bablake Playing Fields, Norman Place Road, Coventry, CV6 2BN



Inspection date	30 September 2016
Previous inspection date	11 November 2013

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

- Staff support children effectively so that they acquire skills and a capacity to learn, in order to reach the next steps in their learning. Children make good progress.
- Partnerships between staff and parents are very good. Staff use information provided by parents and their own observations to plan effectively for the next steps in children's learning.
- Staff are experienced in working successfully with parents and other early years professionals to ensure that children who have special educational needs or disability are supported well and make best progress.
- Relationships between staff and the children are very good. Children's emotional security begins with a good settling-in period that is agreed with parents in accordance with their child's needs.
- Children make good progress in their communication and language development. Staff give children time to put their thoughts into words while engaging in conversation with them.
- Children practise their good manipulative skills in a variety of ways.
- Leadership and management are effective in evaluating practice in order to secure continuous improvement.

It is not yet outstanding because:

- Children are not fully supported in learning about how exercise and eating can contribute to their good health.
- Children's understanding of similarities and differences between themselves and others is not consistently fostered by staff. Their learning with regard to different traditions, families and communities beyond their own experience is not fully promoted.

What the setting needs to do to improve further

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

- increase support for children to learn about how good practices with regard to exercise and eating can contribute to their good health
- extend opportunities for children to learn about people, families, communities and traditions beyond their own experience.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held meetings with the provider, a senior manager and the pre-school manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector completed joint observations with the manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff keep their safeguarding, first aid and food hygiene knowledge up to date. They are aware of local child protection referral procedures to follow in order to protect children from abuse. Staff ensure that the premises are safe and secure and they are aware of their responsibilities to supervise children. Staff recruitment, selection, vetting and induction procedures are thorough. The manager uses her knowledge and experience to monitor the effectiveness of teaching and learning. Staff members' practice is regularly observed and strengths and areas for improvement and training are identified during supervision meetings. The provider and manager ensure that staff keep their knowledge of early years issues up to date. A recent training workshop has helped staff to extend learning opportunities for children outdoors. Parents share very positive views about the provision. The manager seeks feedback from parents verbally and through a questionnaire.

Quality of teaching, learning and assessment is good

Staff use their observations and assessment of children's learning to plan activities that challenge children successfully. They promote learning effectively while they support children's play. Children practise their good manipulative skills while they play with a variety of toys and tools. They use a wide range of resources, such as boxes, glue, paint, scissors, sticky tape and pipe cleaners to create models. They talk about what they are creating. Children make marks with sponges and with their fingers in paint. Staff encourage them to write for different purposes. For example, they are asked to sign on a clipboard when they have completed an obstacle course and they write messages after talking into the toy telephones. Children engage in sensory exploration and imaginative role play. They enjoy singing and joining in with actions to their favourite songs.

Personal development, behaviour and welfare are good

Staff create a welcoming environment for children and their parents. Children are settled and emotionally secure. They behave well and staff boost children's self-esteem as they praise positive behaviour, effort and achievements. Staff encourage children to be physically active in the outdoor play area. They organise an obstacle course that supports children's physical development effectively while they slither, balance, jump and climb. Children learn good hygiene practices. They develop an understanding of dangers and how to keep themselves safe. They learn how to cross the road safely as part of role play and practise what they know while on local walks.

Outcomes for children are good

Children's learning builds well on what they already know and can do. They make good progress in readiness for the move on to school. Children are enthusiastic learners and older children express themselves confidently. Children are independent in managing their self-care needs and they make decisions about their play. Pencil control is developing well and they make good progress in their mathematical development. Older children spontaneously count and name colours while they play. They independently select books and use corresponding props to tell their favourite stories.

Setting details

Unique reference number	EY240115
Local authority	Coventry
Inspection number	1064356
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	44
Name of registered person	Tommies Childcare Ltd
Registered person unique reference number	RP900852
Date of previous inspection	11 November 2013
Telephone number	07981 323710

Little Hollies Pre-School was registered in 2002. It employs six members of childcare staff. Of these, five hold early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens term-time only from Monday to Friday. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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