

Holly Tree Pre-School And Trackers



St James RC Primary School, St James Road, Wigan, WN5 7AA

Inspection date	10 March 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Leaders and managers have high expectations of themselves and their team. They are committed to providing a high quality early years provision for children and their families.
- The dedicated manager supports her staff well. She observes them as they work with children and meets with them regularly to discuss their roles and suggest further improvements.
- Staff observe and assess children's progress as they play. They use this information, along with their knowledge of children's interests, to plan activities that are precisely matched to children's current stages of development.
- Children are confident, settled and have high self-esteem. Staff provide a warm and nurturing environment.
- Staff work in close partnership with parents. They provide them with a range of information about their children's care and learning, in order to keep them informed of their progress.

It is not yet outstanding because:

- Occasionally, during quieter activities, some children lose concentration and become distracted by the noisy play of other children in nearby areas.
- Opportunities for children who prefer to learn outdoors have not been fully developed.

What the setting needs to do to improve further

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

- review the provision of quieter activities, so that children do not become distracted by play in other areas of the room
- enhance the provision of the outdoor environment to provide richer opportunities for those who to prefer to learn outdoors.

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 with staff and children during the inspection.
- 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 and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have a clear drive for the ongoing development of the pre-school. They evaluate the quality of the pre-school and successfully identify aspects for improvement. Managers consider the views of staff, children and parents when planning future changes to practice. The arrangements for safeguarding are effective. Staff can identify the signs of possible abuse and know exactly who to contact should they have concerns about a child's welfare. Staff check the environment to ensure it remains safe for children. They teach them to be mindful of their own and each other's safety as they play outside. Managers support staff in carefully monitoring children's progress. They quickly identify any gaps in children's learning and plan activities to help ensure children make good progress. Staff make very good use of their close links with a range of outside agencies to ensure all children's needs are well met.

Quality of teaching, learning and assessment is good

Staff play alongside children, talking to them about what they see them doing. Staff ask questions and encourage children to solve their own simple problems as they play. Children are encouraged to try out their ideas. For example, they are fascinated and excited as they discover that magnets stick to some objects and not others. This prompts them to look for different objects that they can stick the magnet to. Children are delighted as they show staff that the magnets will stick to the radiator, but not to a wooden table. Children develop their understanding of number and measurement as they play. For example, they count the bricks used to build a tower and compare the tower's height to that of their friends' towers.

Personal development, behaviour and welfare are good

Parents share useful information about their child when they first start at pre-school. This supports staff in helping children to settle. Staff are good role models. They are always on hand to celebrate children's achievements. They offer praise and encouragement, which helps children to become more confident and self-assured. Staff manage children's behaviour consistently. They explain why some behaviours are not appropriate and effectively support them to build their friendships. Children are respectful of each other and are effectively supported to recognise and value differences between themselves and others. Staff encourage children to become more independent. For example, during lunchtime, children enthusiastically serve their own food and help themselves to their own drink. Children have opportunities for physical play in the large outdoor area.

Outcomes for children are good

Children are confident, active learners. They enjoy trying new experiences and testing out their ideas. They are motivated in their learning. All groups of children, including those in receipt of additional funding, make good progress in their learning. Children develop a range of important skills that helps to prepare them for their future learning. Close links with local primary schools help to ensure children are well prepared for their move to school, when the time arrives.

Setting details

Unique reference number	EY480837
Local authority	Wigan
Inspection number	990676
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	3 - 5
Total number of places	69
Number of children on roll	94
Name of registered person	Holly Tree Children's Nursery Ltd
Registered person unique reference number	RP533907
Date of previous inspection	Not applicable
Telephone number	01695625780

Holly Tree Pre-School And Trackers was registered in 2015. The setting employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for three- and four-year-old children and supports children who have special educational needs and/or disabilities.

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