

Holme from Home Pre-school

Holme Slack C P School, Manor House Lane, Preston, Lancashire, PR1 6HP

Inspection date	14 March 2017
Previous inspection date	8 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

- The inspirational manager leads the team with passion and enthusiasm. She has high expectations of the staff and what children can do.
- Children are excited and eager to play, learn and discover. They are keen to take part in the range of fun activities and try new things.
- The enthusiastic and motivated staff plan a rich learning environment that ignites children's interest, curiosity and enjoyment. This has a significant impact on the good progress all children are making, including those who speak English as an additional language.
- Children's views and contributions are encouraged very well throughout the day. They are offered plenty of choices and are confident to lead their own play, explore and try new things.

It is not yet outstanding because:

- Opportunities for staff to share their skills and knowledge with each other and the monitoring of the quality of teaching and learning have not been maximised.
- Staff do not make the most of opportunities to share information with parents and provide ongoing ideas to promote children's learning at home.

What the setting needs to do to improve further

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

- build on methods used to regularly monitor the quality of teaching and learning and for less-experienced staff to learn from others
- develop the strategies used to share information with parents that help provide ideas to support learning at home.

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 looked at children's records, planning documentation and evidence of the suitability of staff working in the pre-school. She looked at a range of other documentation, including policies and procedures and the pre-school's self-evaluation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.

Inspector

Cath Palser

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust understanding of child protection issues. They know what to do if they are worried about the welfare or safety of a child. Staff are deployed effectively throughout the day to keep children safe. There is a targeted programme of training which has a positive impact on the quality of provision, overall. Following training, the outdoor environment has been enhanced to promote children's understanding and fascination with the world around them. The manager continuously checks and reviews the quality of provision and children's progress. She uses this information to drive ongoing improvement. Strong partnerships are established with schools and other professionals to ensure consistency in children's learning.

Quality of teaching, learning and assessment is good

Staff introduce children to the daily activities and give ideas and suggestions to stimulate their learning. For example, they explain how to use the maps of the environment and what children may find. Children sort and match interesting objects and use magnifying glasses to observe them more carefully. They develop a natural curiosity and good problem-solving skills. Children use the wheelbarrow to transport blocks more efficiently and manipulate the planks so the tyres roll down the hill. Staff promote children's language well in a variety of ways. For example, they use books, pictures and songs and encourage children to talk about their experiences. Staff provide children with fun and purposeful opportunities to develop their early literacy and mathematics skills well. They use detailed observations and make accurate assessments of children's progress. This informs individual planning for what each child needs to learn next.

Personal development, behaviour and welfare are good

Staff work closely with parents, from the start, to gather information about children's interests, care needs and routines. This helps staff to get to know children well and help them to settle in easily. Children form a close bond and attachment with staff and arrive each day with enthusiasm. Their physical and emotional well-being are very well supported. Children enjoy playing with vigour and energy, developing confidence in their own abilities. They learn how to keep themselves safe and healthy and contribute towards setting the ground rules. Children are kind to each other and play together cooperatively. Staff make the most of opportunities to promote children's social skills throughout the day. They are very good role models of behaviour and give gentle and consistent reminders.

Outcomes for children are good

Children are inquisitive and active learners. They listen attentively to staff and each other and show respect and thoughtfulness. Children show a strong sense of belonging as they plan their own play and make independent choices. They take responsibility for their own belongings and develop good self-care skills. Children write their names during registration and draw things of interest, forming strong early writing skills ready for school. All children, including those who speak English as an additional language, are well prepared for their next stages in learning.

Setting details

Unique reference number	EY302337
Local authority	Lancashire
Inspection number	1064701
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 5
Total number of places	20
Number of children on roll	28
Name of registered person	Holme from Home Pre-school Committee
Registered person unique reference number	RP903905
Date of previous inspection	8 November 2013
Telephone number	07812158102

Holme from Home Pre-school was registered in 2005. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 11.30am and 12.30pm to 3pm, with lunch from 11.30am to 12.30pm. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

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