

Hollies Road Pre-School Playgroup

Hollies Road Pre-School Playgroup, c/o St. Marks School, Fir Avenue, Halewood,
LIVERPOOL, L26 0XR



Inspection date	8 March 2018
Previous inspection date	16 October 2014

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

- Managers are passionate about providing high-quality care for children. They are highly reflective and have adopted good strategies for including parents and children in self-evaluation.
- Staff know children well. They have a good understanding of what they already know and can do. This helps staff to plan fun and interesting activities that challenge children's learning.
- Partnerships with parents are very good. Parents speak highly of the pre-school and have frequent opportunities to contribute their views and opinions.
- Children behave well. Staff reinforce rules, boundaries and the use of good manners consistently. Children know what is expected of them.
- Systems for monitoring children's development are strong. Gaps in attainment are swiftly identified and addressed. Children achieve developmental levels typical for their age.

It is not yet outstanding because:

- Staff to not make good use of all opportunities to teach children about the importance of a healthy diet.
- Occasionally, staff do not modify the activities well enough to ensure all children are fully included and supported.

What the setting needs to do to improve further

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

- make better use of opportunities to teach children about the importance of a healthy diet
- adapt activities further to ensure all children are fully included and supported.

Inspection activities

- The inspector observed the quality of teaching indoors and assessed the impact of this on children's learning.
- The inspector spoke to some parents and took account of their views.
- The inspector held a leadership and management meeting with the manager and deputy.
- The inspector completed a joint observation with the deputy manager.

Inspector

Kayte Farrell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff can confidently discuss possible signs and symptoms of abuse. They have a very clear understanding of what procedures to follow if they are concerned about the welfare of a child. Staff have a good knowledge of wider safeguarding concerns, including the risks associated with children and families being drawn into extreme behaviours. Staff development is a high priority at the pre-school. Staff complete regular training to raise the quality of teaching further, including to specifically support children's communication and language development. Managers work closely with outside professionals to ensure children who have special educational needs and/or disabilities are very well supported.

Quality of teaching, learning and assessment is good

Generally, staff have a good understanding of how children learn. They promote children's physical skills and dexterity well. For example, children use pipets to add food colouring to snow and tweezers to search for items in messy play. Older children learn how to use a knife safely. Younger children begin to develop their understanding of concepts as they explore what happens when they bring snow indoors. Children's communication and language skills are well supported. For example, older children learn about sounds that letters represent and 'rhyming strings' in preparation for school. Younger children are encouraged to describe different-sized bowls using mathematical language during story time. Staff support children's learning at home well. For example, families take home learning packs, books and song sheets to further extend children's development.

Personal development, behaviour and welfare are good

Children are happy and engaged in the calm and stimulating environment. They follow the daily routine with confidence and behave well. The key-person system is effective. Children form strong bonds with staff and settle quickly on arrival. Children are encouraged to manage self-care skills independently. For example, they wash their hands and set the table for lunch. Staff make the most of opportunities to teach children about the wider world. For example, children make frequent visits into the community. They develop their physical skills in the local wooded area, visit the post office and explore the library.

Outcomes for children are good

Children make good progress. They develop skills for the next stage in learning, including for school. Children are self-motivated and engage in the activities well. Leaders rigorously monitor all children's progress. They quickly recognise when there are gaps in children's learning and plan well-targeted support. Children know and follow the daily routine with confidence. For example, children know that they brush their teeth before going home. They listen carefully to clear guidance and follow simple instructions. Children develop good social skills as they form friendships and play alongside each other.

Setting details

Unique reference number	EY264603
Local authority	Knowsley
Inspection number	1104097
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	39
Name of registered person	Hollies Road Playgroup Committee
Registered person unique reference number	RP907448
Date of previous inspection	16 October 2014
Telephone number	07985 053 276 or 0151 345 8181

Hollies Road Pre-School Playgroup registered in 2003. The pre-school is open from 8.30am to 3pm, Monday to Friday, term time only. The pre-school employs 10 members of childcare staff. Of whom, seven hold appropriate early years qualifications at level 2 and above.

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