

Holding Hands Pre-School

Mares Farm, High Street, Amersham, Buckinghamshire, HP7 0HR



Inspection date

Previous inspection date

9 May 2018

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Not applicable	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The highly enthusiastic staff team creates an exciting atmosphere where children thoroughly enjoy learning through play.
- Experienced and well-qualified managers monitor staff assessments and the progress of different groups of children. They ensure all children make the best possible progress from their starting points. Gaps in children's development are closed quickly. Staff work closely in partnership with parents and professionals to ensure a united approach to supporting children with additional needs.
- Children display exceptionally high levels of independence as they access activities and help themselves to snacks they have prepared in the well-resourced kitchen.
- Children's behaviour is exemplary. They are regularly seen helping one another and being considerate of each other in the setting. Children develop excellent listening skills and use a dynamic range of resources and experiences which cover all areas of learning and development effectively.
- Teaching opportunities for children are inspirational. Children develop exceptional knowledge about the world around them, such as when they learn how to care for the Alpacas and let the pigs out for exercise on their adjoining farmland. Staff are highly responsive to children's needs and know the individual learning styles of children extremely well.

What the setting needs to do to improve further

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

- build on the already excellent opportunities for children to engage even further as they learn as a group.

Inspection activities

- The inspector observed teaching and the impact this had on children's learning indoors, outdoors and during snack time.
- The inspector assessed staff understanding of how to keep children safe.
- The inspector spoke to the manager and staff to determine their knowledge of the requirements of the early years foundation stage.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector and the manager evaluated a planned activity together.

Inspector

Charlotte Foster

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager has worked tirelessly with her team to create a unique setting based on a farm which puts children's care and learning at the heart of everything they do. She is passionate about staff developing their knowledge, which has a huge impact on the provision for children and the high quality of teaching they receive. Managers have an excellent understanding of legal requirements and monitor these meticulously. They ensure safeguarding children is embedded in their team's practice. For example, they create key rings for staff to carry with contact details should they have concerns a child is at risk of harm. Staff regularly evaluate how safe their environment is and create robust risk assessments for all outings. Safeguarding is effective.

Quality of teaching, learning and assessment is outstanding

Staff expertly use the language of early mathematics throughout their activities. For example, children spontaneously count eggs as they collect them from the hens. Staff encourage children to compare their sizes and consider whether they collected more or less yesterday. Children delight as they crunch toy diggers through cornflakes and discuss the consistency of coloured spaghetti in sensory trays. This supports them to develop their creativity and imaginations exceptionally well. Staff ask children open-ended questions throughout activities and use 'in the moment' planning to develop children's spontaneous play and inspire their learning. Children enjoy excellent opportunities for physical development and community participation. For example, they walk to the shops with their shopping list, scan items and pay the cashier. They return and prepare food for their peers, which contributes to high levels of self-esteem and a sense of achievement.

Personal development, behaviour and welfare are outstanding

Children are all fully absorbed in activities and show high levels of curiosity as they discuss how to keep themselves safe. For example, they explore wildlife in the pond, measure how deep the water is and consider good hygiene skills after touching the farm animals. Children form exceptionally close bonds with their key persons. They feel confident about their move to school and meet teachers who will teach their Reception classes. The setting offers highly effective programmes to teach children about the similarities and differences between themselves and others. For example, staff and parents discuss their cultures and religions as children sample different types of food and discuss places of worship.

Outcomes for children are outstanding

Children love cooking in the kitchen. They learn to measure, cut and use technology, such as blenders, extremely well. All children develop very high levels of independence. They competently dress for outdoor activities and take responsibility for the welfare of animals with staff. Children learn how to recognise their names and the sounds that letters represent at a young age. Children are prepared extremely well for school.

Setting details

Unique reference number	EY498738
Local authority	Buckinghamshire
Inspection number	1047889
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	45
Number of children on roll	49
Name of registered person	Holding Hands Pre-School Ltd
Registered person unique reference number	RP900923
Date of previous inspection	Not applicable
Telephone number	01494 729342

Holding Hands Pre-School re-registered in 2016. The setting is situated in Old Amersham, Buckinghamshire. It is open Monday to Friday during school term time, from 8am to 4.15pm. There is a breakfast club from 8am to 9.15am; morning session from 9.15am to 12.15pm; lunch club from 12.15pm to 1.15pm and an afternoon session from 1.15pm to 4.15pm. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs 12 staff. Of these, one holds a qualification at level 6, the manager holds a qualification at level 5, six staff hold a qualification at level 3 and two hold a qualification at level 2.

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