

Hollybush Pre-School Cic

Hollybush School, Fordwich Rise, Hertford SG14 2DF



Inspection date	12 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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 provider shows a real passion for childcare. Her proactive and flexible approach helps to improve outcomes for even the most vulnerable of children. The provider works closely with other childcare professionals and external agencies to monitor and promote children's welfare.
- The provider reflects on the pre-school provision to carefully plan improvement and values the guidance of a local early years adviser. For example, following recent training, she now provides children with a wider range of resources to ignite their levels of curiosity and imagination.
- The qualified team of staff works very well together. Staff are clear on their roles and responsibilities, and deploy themselves effectively across the areas children use. This helps to aid the smooth running of the pre-school.
- Children settle with ease when they start at the pre-school. One of the ways staff achieve this is by gathering information from parents that is unique to each child. They find out about children's individual abilities and the way they may respond in different situations. This helps staff to tailor the early experiences that they provide.
- The key-person system is well established and helps to promote children's emotional well-being. Staff know the children well and swiftly provide them with comfort and support as they need.
- The support offered to staff does not always focus on how to constantly improve their very good standard of teaching.
- Staff do not always provide parents with detailed information on how to precisely support children's learning at home to enable them to make the best possible progress.

What the setting needs to do to improve further

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

- build on current support for staff to explore further ways to develop teaching that is consistently of a very high quality
- focus more precisely on ways to include parents in extending children's learning at home, to enable them to make the best possible progress.

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 provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Rachel Pepper

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. For example, all staff are first-aid trained and regularly refresh their knowledge of child protection issues. They know how to respond in the event of an accident and the correct procedures to follow if they have any concerns about children's welfare. The provider regularly meets with staff to discuss children's development and plan future activities. This is one of the ways she uses to monitor children's overall progress. The provider identifies groups of children who require additional support and puts into place effective strategies to help them to catch up. Staff have established good links to various schools and nurseries within the surrounding areas. They invite key staff in to meet with the children. This is one of the ways they help to prepare children for the next stage in their learning.

Quality of teaching, learning and assessment is good

Staff complete regular and precise assessments of children. They use this information well to provide children with a range of challenging activities. For example, older children explore mathematics and quantity as they count butter beans into numbered pots. Staff encourage them to complete simple calculations and work out how many beans they need to take away or add, to match the figure displayed. They use a sensitive approach to provide children with the correct answer and encourage them to persevere. Staff choose timely moments to talk to children and engage them in discussion. They provide them with ideas to extend their activities. For example, children focus as they make birthday cakes from containers, soft dough and wooden sticks. They talk to staff about who their cake is for and sing 'happy birthday' with them when they have finished.

Personal development, behaviour and welfare are good

Children thrive in this stimulating environment. They concentrate for long periods of time on their chosen games. Staff provide children with consistent messages about expected ways to behave. For example, children learn that they need to share the resources with others and tidy away the toys before they move on to the next activity. Children have plenty of opportunities to develop their physical skills and access fresh air. For example, children lift their legs up high to march as they join in with action songs. They jump and hop to gallop like a horse and stretch their arms out wide to fly like a plane. Outdoors, children show an interest in others' play and begin to join in. For instance, they maintain their balance as they sit on small vehicles alongside their friends and glide down a hill.

Outcomes for children are good

The provider makes effective use of funding. For example, children who need support to develop their speech and language skills benefit from a high staff-to-child ratio. Children make good progress from their starting point assessment, and gaps in learning are beginning to close. They are motivated to learn, confident to express their preferences and initiate their own ideas within play. Children learn how to behave in different social situations and demonstrate friendly behaviour towards unfamiliar people. They gain the essential skills that they require in readiness for school.

Setting details

Unique reference number	EY540394
Local authority	Hertfordshire
Inspection number	10080108
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	21
Number of children on roll	30
Name of registered person	Hollybush Pre-School Community Interest Company
Registered person unique reference number	RP540393
Date of previous inspection	Not applicable
Telephone number	01992 509906

Hollybush Pre-School Cic registered in 2016 and operates from Hollybush School in Hertford. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including the manager with a qualification at level 6. The pre-school opens Monday to Friday from 9am to 3pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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