

# Inspection of The Hollies Pre-School Limited

Lower Park School, Hazelbadge Road, Poynton, STOCKPORT, Cheshire SK12 1HE

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Inspection date: 16 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive and develop extremely positive attitudes towards learning at this warm, welcoming and vibrant pre-school. They are extremely happy and self-assured, anticipating the day ahead with an abundance of enthusiasm. Children eagerly and excitedly explore the excellent opportunities available and play harmoniously with their friends. Children's behaviour is exemplary. They have an astute understanding of the rules and expectations and are supported by staff who are excellent role models. Children delight in undertaking the role of 'tidy-up inspectors'. They wear special 'white coats' and carefully observe their friends as they tidy away resources. They record their findings on clipboards and collaboratively decide who should receive a sticker for their efforts. Furthermore, staff continuously reward children for their hard work and kindness as they identify the 'star of the day'. Children glow with pride as their achievements are recognised and relish the roles and responsibilities they are given.

Staff have exceedingly high expectations of what children can achieve. Children receive excellent support from the very attentive staff who differentiate activities and extend children's learning at every opportunity. Staff use exceptional teaching skills to ignite and infuse children's passion for learning. They continuously encourage children to think about how, why and what. Staff skilfully support children to make individual choices, develop their own ideas and extend their learning. This outstanding practice ensures that all children make exceptional progress in all aspects of their learning.

## **What does the early years setting do well and what does it need to do better?**

- Support for children with special educational needs and/or disabilities is impeccable. Staff demonstrate a strong and purposeful commitment to working with external agencies. They immediately act on the advice given to them to provide detailed and targeted activities to enhance children's learning. The identification and implementation of these timely interventions truly enables children to excel.
- Communication and language are given high regard within the pre-school. Children are encouraged to bring in items for the 'chatter sack' and talk about the objects during circle time. Staff proficiently use sign language throughout the day and children have opportunities to learn Spanish. These activities successfully aid children's understanding of how people can communicate in different ways.
- Children demonstrate a love of literacy. They eagerly share books with staff and their friends, repeating familiar refrains and predicting what will happen next. Secret readers visit the pre-school to read to the children. Children visit the local library, having the opportunity to travel by train. This builds on children's

previous experiences and enables them to learn about the wider world around them and develop skills for lifelong learning.

- Children's opinions, thoughts and suggestions are held in high regard. For example, during recent political elections, children had their own opportunities to vote within the pre-school. A ballot was held to determine the name of the new outdoor 'classroom' and staff skilfully used the experience to teach children about the importance of democracy. These excellent learning opportunities help to inform children about life in modern Britain.
- Children develop outstanding practices for a safe and healthy lifestyle. They have a mature awareness of how to keep themselves safe. For example, children confidently engage in risky play, identifying potential hazards as they construct an obstacle course in the garden by using planks of wood and blocks. Children have excellent opportunities to grow their own fruits and vegetables, and subsequently understand where food comes from as they use the produce that they harvest during snacks and mealtimes.
- Staff are incredibly kind, patient and caring. They are systematic in helping children to understand their feelings and develop empathy for others. Children are extremely tolerant, kind and understanding towards others. For example, when one child becomes upset, children immediately gather round. They show concern as they stroke their arm and hug them, offering comfort and reassurance.
- Leaders act with integrity. They regularly seek the honest views and opinions of staff regarding their work-life balance, during purposeful supervision meetings and discussions. They implement successful strategies to help staff to manage their workload effectively, enabling them time to complete any necessary paperwork. Staff morale is high. Staff wholeheartedly appreciate the support and encouragement they receive from management and comment fondly on the continuous coaching and mentoring they receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have an extremely robust understanding of their role and responsibility in protecting children from harm. Policies and procedures are detailed, thorough and available to parents, so that all concerned understand that the welfare of the child is paramount. Staff confidently explain the procedures they would follow if they had concerns about a child's welfare or the practice of a colleague. Stringent recruitment and vetting procedures are applied and staff's ongoing suitability is frequently checked. Staff complete meticulous documentation that includes accident, medication and risk assessment information. They undertake regular training to ensure they stay abreast of current legislation and maintain their knowledge and understanding of child protection issues.

## Setting details

<b>Unique reference number</b>	EY388978
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10109788
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 11
<b>Total number of places</b>	35
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	The Hollies Pre-School Limited
<b>Registered person unique reference number</b>	RP528762
<b>Telephone number</b>	01625 850 176
<b>Date of previous inspection</b>	11 March 2014

## Information about this early years setting

The Hollies Pre-School Limited registered in 2009. The pre-school is committee run and operates from a designated mobile building that is situated in the grounds of Lower Park School in Poynton. The pre-school employs 22 members of childcare staff. Of these, 13 hold appropriate qualifications at level 2 or above. The pre-school is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The pre-school offers out-of-school and holiday care. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Cox

## Inspection activities

- The inspector completed a tour of the setting to understand how the early years curriculum is organised.
- The inspector completed a joint observation of an activity with the manager.
- Discussions were held with the manager throughout the day.
- Documentation was viewed, including evidence of the suitability of staff, qualifications and training records.
- The inspector spoke to staff, children and parents at appropriate times and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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