

Inspection of Hollytree Community Pre-School

North Baddesley Community Centre, Fleming Avenue, North Baddesley,
SOUTHAMPTON SO52 9AQ

Inspection date: 4 December 2019

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Significant weaknesses in the leadership and management of the provision mean that children's welfare cannot be assured. In addition, practitioners are not consistently vigilant about children's health needs and do not communicate effectively with parents and other professionals to ensure that these are met. However, the arrangements to promote children's learning, behaviour and social skills are strong and effective.

Children are motivated to learn. They are happy in the pre-school and show they are eager to follow their morning routine of self-registration and dropping off their book bag and lunch.

Practitioners have high expectations of all children. Children are challenged well. For example, younger children are encouraged to develop their independence as they take care of their personal hygiene. Older children thrive as they practise their letter sounds and find objects that begin with that sound.

Children demonstrate pride in their achievements. They show this by taking pictures of their construction models and paintings. These pictures are then added to special books for each child and shared with parents. Practitioners help encourage children's high self-esteem by facilitating this for all children. Children demonstrate good behaviour and there is mutual respect between practitioners and children.

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

- The weaknesses in leadership and management result in breaches in relation to the safeguarding and welfare requirements. The procedures to ensure children's safety are not sufficiently robust. The leaders are both active practitioners working directly with the children. However, this prevents them from having focused time to ensure their provision meets all of the welfare requirements.
- The two leaders fail to ensure that all practitioners and volunteers have gone through robust recruitment procedures, such as references and inductions to determine their suitability to work with children. This fails to ensure children's safety.
- The pre-school leaders and practitioners successfully support children's learning and development needs. This results in good early years education being offered to children. Children benefit from meaningful learning across all areas of the curriculum. Practitioners present activities well, which captures children's interest and engagement. Children use all available resources in their learning. For instance, they show enthusiasm to draw a road and garage for their cars to visit. They then use building blocks to construct a garage. This activity extended

children's learning experiences well. It promoted other areas of learning through following children's emerging interests. At times, practitioners are not as quick to identify when some activities need to be replenished. This results in children losing interest.

- Children are eager to learn. They show high levels of interest in building on their skills. Children demonstrated this as they balanced on stepping stones in the outdoor area. They were able to use their coordination to make it across all stepping stones. Children display a positive can-do attitude towards their learning. They showed this as they practised number recognition when counting pom-poms and moving them with tweezers.
- Leaders and practitioners work well together to construct an ambitious curriculum for early years children. The environment is designed to meet children's developing interests and to build on their knowledge and skills. Practitioners use their accurate assessments to support this. For example, recent assessments showed that some children needed further support in developing their fine-motor skills. Practitioners reflected on this and incorporated this into all areas of learning. This has been successful as children are spending a considerable amount of time manipulating dough to make models. This is helping children build on their pre-writing skills.
- Parents provide positive comments in regard to the support their individual children receive at the pre-school. They comment that their children develop confidence through small-group activities.

Safeguarding

The arrangements for safeguarding are not effective.

The two leaders share the role of designated safeguarding lead for the provision. However, neither have a secure knowledge of the procedures to follow to keep children safe. For example, they are not clear on the action to take in the event of an allegation against a member of staff. Procedures in the provision are not well-thought-out or effective. For example, leaders do not recognise the importance of monitoring children's attendance, particularly those considered to be vulnerable. The leaders do not provide staff with an induction to ensure they are clear on their safeguarding responsibilities when they first start. In addition, they do not monitor staff to determine whether support or training is needed to update their knowledge of child protection legislation. As a result, they have failed to identify that some practitioners do not have a confident knowledge of what to do should they have concerns about a child. Recruitment procedures are not consistent. Some practitioners have gone through all the suitability checks however, some have not.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
strengthen recruitment systems to ensure that the suitability of all staff and volunteers is thoroughly checked	27/12/2019
review induction systems to ensure all practitioners and volunteers have a robust induction to support their understanding of their roles and responsibilities	27/12/2019
ensure that leaders, practitioners and volunteers have a thorough and up-to-date knowledge of their responsibility to safeguard children and know how to identify any concerns about the welfare of children and the procedures to follow should the need arise	27/12/2019
ensure that information about children's health is considered fully and that appropriate action is taken to ensure that each child's individual health needs are consistently met	27/12/2019
develop and maintain effective arrangements to communicate with parents and other relevant professionals to share information where necessary to meet children's individual care needs.	27/12/2019

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

- review the organisation of activities so they remain attractive for children to engage with.

Setting details

Unique reference number	110120
Local authority	Hampshire
Inspection number	10108405
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	28
Name of registered person	Hollytree Community Pre-School Committee
Registered person unique reference number	RP522818
Telephone number	02380741410
Date of previous inspection	21 October 2014

Information about this early years setting

Hollytree Community Pre-School registered with Ofsted in 2001. It operates from the main hall of a community centre in the village of North Baddesley near Southampton. The pre-school opens each weekday from 9am to 2pm, during term time only. The pre-school is in receipt of free government funding for children aged two, three and four years. There are four members of staff, including the two leaders, who work with the children. All staff members have a recognised early years qualification.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- The inspector and leaders carried out a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and one of the leaders to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks.
- A leadership meeting was held between the inspector and both leaders.

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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