

Inspection of Hollytrees Pre-School

Chipping Ongar Primary School, Greensted Road, ONGAR, Essex CM5 9LA

Inspection date: 20 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show good levels of confidence as they move busily around the calm, pre-school environment. They demonstrate that they are motivated and thoroughly enjoy independent, active learning. Children freely choose what they would like to play with from a good range of toys and activities. They spend plenty of time exploring and investigating activities and learn about problem solving. For example, children work out how to get sand into a plastic container through a narrow opening. When the container falls over, they pick it up and realise they need to hold it steady.

Children find out about the world around them. Young children enjoy learning about animal names and the sounds that they make. They show great curiosity and are fascinated to find out what hay feels like. Older children are aware that some animals, such as horses, eat hay. Older children show that they understand about writing for a purpose. For instance, they use pencils and paper to make shopping lists as part of imaginary play. They are very keen to take part in conversations with each other as they build storylines as part of their game.

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

- Staff provide children with a wide range of interesting activities. For example, children have plenty of fun playing with dough. They are excited to make pretend birthday cakes for 'mummy' and ask others to blow out the candles. The children are supported by staff to use their senses as they smell and manipulate the dough.
- Children are encouraged to be independent. They help staff prepare snacks and are supported very well to have a go at pouring their drink. Children know why they should wash their hands before eating food. They talk confidently about keeping themselves safe and know that they could cut themselves on a sharp knife. Children also talk about holding hands with an adult when they cross the road so that they do not 'get run over'.
- Parents are welcomed into the pre-school. At collection time, children are very excited and proud to show what they have achieved. They run to their personal draw and pull out their unique creations to take home.
- Children are very confident to approach staff. They develop strong relationships with them, chatting amiably during activities about things that interest them. For example, they speak affectionately about family members. Children make special friendships and are keen to invite others to join in with their games.
- The strong staff team work well together. They encourage children to move around the setting and explore the activities on offer, including in the outdoor play space. Children are well behaved. Staff sit with them during activities and when needed, give them gentle reminders about what is acceptable behaviour.

- The provider does not use the supervision system to its full extent to precisely identify ways to raise the quality of staff's teaching.
- Staff find out about each child's learning needs from the start and carry out daily observations of their ongoing progress. However, they do not make the most effective use of assessments to help children achieve at the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The provider and her staff team fully understand their responsibilities to safeguard children. They talk in detail about the signs and indicators of child abuse. There are two nominated persons for safeguarding. This ensures that there is always someone on hand to give staff advice and support. The safeguarding policy supports staff's good understanding. The provider makes certain that all staff complete checks to ensure they are suitable to work with children.

What does the setting need to do to improve?

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

- strengthen the supervision of staff to precisely identify their professional development needs and raise the quality of teaching to an outstanding level
- enhance the use of assessment to focus more precisely on what children need to learn next.

Setting details

Unique reference number	EY392957
Local authority	Essex
Inspection number	10062986
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	48
Name of registered person	Hollytrees Pre-School Ltd
Registered person unique reference number	RP528955
Telephone number	07886648694
Date of previous inspection	10 November 2015

Information about this early years setting

Hollytrees Pre-School registered in 2009 and is run as a limited company. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including the provider who holds a relevant degree at level 6. The pre-school opens Monday to Friday during term time only. Sessions are from 9am to midday on Monday and from 9am to 3pm, Tuesday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Cozzi

Inspection activities

- The inspector observed the quality of staff's 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 with parents during the inspection 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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