

Inspection of Holme Village Pre-School

Village Hall, Short Drove, Holme, Peterborough, Cambridgeshire PE7 3PA

Inspection date: 30 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 settle quickly on arrival at this warm and welcoming pre-school. Staff are kind and caring and close attachments quickly develop between children and their key person. Children welcome staff's interactions in their play. They ask them to read stories and be part of their role play. Staff respond positively and enthusiastically when they engage with children throughout the day.

Children show motivation and an eagerness to learn. Activities are planned that follow children's interests and learning needs. Children are encouraged to make their own choices and be involved in decision making. For example, children vote on the book they wish to hear read at story time and what food they would prefer for snack from the two choices given. This helps them to feel that their opinions are valued by the adults who care for them.

Children demonstrate through their behaviour and attitudes that they feel safe and secure in the pre-school. Staff role model positive behaviours and reinforce good manners. Children behave well. At some activities, visual aids are used to indicate how many children can be present at any one time. This helps children to self-regulate and follow the rules of the setting independently.

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

- The pre-school is led well by a manager who is passionate about childcare. She shares a clear vision for the future with her team. She works closely with the committee to consider and support the ongoing welfare of the staff.
- Children are making good progress. Staff track and monitor children's development to help plan for their future learning. This helps to identify potential gaps and provide children with additional support if required.
- The manager closely monitors staff's professional development and meets with them regularly to discuss their practice. She ensures that staff receive appropriate training and support to consistently enhance their teaching and skills. For example, staff have recently refreshed their behaviour management skills and completed training on sustained thinking. This helps staff to consider the types of questions they ask children in conversations that further encourage their thinking skills.
- The eldest children successfully manage their self-care skills and all children engage in tasks that help to nurture their independence. For example, at snack time, children help to prepare food and pour their drinks. They wash and dry their own plates and cups.
- Children are confident speakers. They use a range of descriptive language to describe the pictures they have drawn and engage in meaningful conversations with staff about their life and experiences outside of pre-school. Books are read

by staff every day and children listen well. They become engaged in the story and enjoy anticipating what might happen next.

- Staff help children to explore early mathematics in their play. They have good opportunities to count, see numbers and compare sizes. At circle time, children are encouraged to think which item of food on the snack list has more names against it than the other.
- Staff make time to get to know children and their families. They share regular information about children's learning with parents and work together to meet their needs. Strategies are in place that help to further support children's learning at home, such as a recently introduced book lending library. Parents say that coming to the pre-school feels like family and it is relaxed, safe and secure.
- Children frequently access the stimulating outdoor play area throughout the day. This helps to ensure that they maintain a healthy lifestyle as they spend time in the fresh air and engage in physical exercise. Children confidently follow a circuit when riding their bicycles. They negotiate the space well and change direction with ease.
- Effective partnerships are in place with the local primary school. Children are invited to watch Christmas play rehearsals and sports days. This helps to ensure that children are familiar with school life as they prepare for the next stage in their learning, such as moving into the Reception class.
- Children have less opportunities to explore resources that help them gain a better understanding of technology and how different things work.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities to report any concerns they may have about children in their care. They demonstrate strong safeguarding knowledge, including the wider remits, such as the 'Prevent' duty guidance. Staff regularly attend training and discuss safeguarding scenarios at team meetings to keep their knowledge refreshed. Robust recruitment procedures are in place to ensure the suitability of adults who work with children. Staff are vigilant about the security of the setting and are deployed effectively to help keep children safe.

What does the setting need to do to improve?

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

- increase opportunities for children to explore technology and learn about how things work.

Setting details

Unique reference number	221868
Local authority	Cambridgeshire
Inspection number	10062085
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	19
Name of registered person	Holme Village Playgroup Committee
Registered person unique reference number	RP909829
Telephone number	07842192052
Date of previous inspection	2 February 2016

Information about this early years setting

Holme Village Pre-School registered in 1996. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The pre-school opens during term time only. Sessions are from 8.30am until 5.30pm, Monday to Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The inspector undertook a learning walk with the manager to find out about the setting and the children who attend.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed and evaluated with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including evidence of the suitability of staff working in the setting.
- The inspector spoke to parents to gain 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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