

# Inspection of Hollytree Community Pre-School

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

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Inspection date: 27 May 2021

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

### **The provision is good**

Children flourish at this pre-school where they feel a keen sense of belonging and are delighted about what they can achieve. They know what it is like to come back after an extended time at home as, for example, staff sent them photos of their pre-school. Children talk about these with their parents. They play and learn with a clear purpose because staff have high expectations of them and want the best for each child. Children settle quickly, are confident and demonstrate very good listening and attention skills. They willingly talk to adults. Children love to sit in the book corner and share their favourite book of the week with one another. For example, they sit holding up the book 'Shark in the park' opposite their friend and recite elements of the rhyming story. Children who are about to go to school show an exceptional understanding of linking sounds to letters. They are actively engaged and are enthusiastic during an adult-led activity. They proudly demonstrate what they know and can do. Children behave extremely well. They show safe behaviours and demonstrate they are extremely happy. Children with special educational needs seek out their key person to play with, knowing they will be given the help and support they need.

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

- Partnership with parents is very good. The leaders adapted their parent liaison procedures during the COVID-19 (coronavirus) pandemic. This was to ensure parents received the required support to carry on children's learning at home and to ensure smooth transition on children's return. The leaders have a very strong relationship with parents and offer very good support to the families most in need.
- Children form extremely strong relationships with their key person. Parents speak knowingly of their child's key person and are extremely positive about the individualised teaching support their children receive.
- Children going to school this year have benefited greatly from small-group focused teaching. They show high enjoyment of their activities, are curious learners and have very positive attitudes. For example, children confidently and eagerly show off to adults their threaded necklace with the letters of their name.
- The leaders, who are both qualified teachers, understand how to implement the early years curriculum very well. They illustrate a very good partnership with the school. During the restrictions of the pandemic, they worked together effectively. This was to ensure the most vulnerable children received the help, care and education they required.
- The leaders ensure their teaching is targeted to where children need it most. For example, they recently introduced 'Superhero bears' for children to understand better behaviours, in readiness for their move to school. Children proudly take home a Superhero bear each day. This is awarded, for example, when children

show careful listening, use a quiet voice, or take turns talking. There is strong attention, by the leaders, to ensure each child is included.

- The quality of education for some groups of children is of high quality, for example those children who are developing extremely well. They receive challenging and extended play activities to ensure their learning needs are completely met. However, staff do not always take consistent and swift action when they identify children who are below expected levels of development at age two. Overall, support for children with special educational needs is good, but it is not of the highest quality.
- New staff are recruited by the leaders, using safe recruitment procedures. Leaders demonstrate they understand their roles and responsibilities by following a clear induction process. Once recruited, new staff receive good coaching, support and training from the leaders and outside sources. This is to aid their continued professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Since the last inspection, the members of the leadership team have worked tirelessly to ensure they and the staff fully understand how to protect children. Training in safeguarding is on the agenda at every staff meeting, with a variety of scenarios posed by the leaders. Staff wear lanyards with local authority contact numbers on, which enables them to take immediate action in the event they have a concern about an adult or child. Leaders and staff demonstrate they fully know how to identify, help and manage vulnerable children. Staff understand the referral process and keep the required documentation.

## **What does the setting need to do to improve?**

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

- develop the knowledge and the role of the special educational needs coordinator to help ensure swift early intervention is taken, following the progress check for children between the ages of two and three years.

## Setting details

<b>Unique reference number</b>	110120
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10133931
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Hollytree Community Pre-School Committee
<b>Registered person unique reference number</b>	RP522818
<b>Telephone number</b>	02380741410
<b>Date of previous inspection</b>	4 December 2019

## Information about this early years setting

Hollytree Community Pre-School registered 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 3pm, 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. The leaders hold qualified teacher status, and one other member of staff holds a level 3 early years qualification.

## Information about this inspection

### Inspector

Lorraine Wardlaw

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a joint observation with the leader.
- Children spoke to the inspector about the books they know and about what they like to do at pre-school.
- A group of parents gave feedback to the inspector about the pre-school.
- The manager and the inspector completed a learning walk together.

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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