

# Inspection of Hollingbury Park Pre-School

Hollingbury Park Pavilion, Ditchling Road, BRIGHTON BN1 7HS

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Inspection date: 16 September 2022

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

### **The provision is good**

Children arrive to the setting happy and eager to learn. They quickly choose one of the activities that staff have planned to reflect children's interests. Children spend time deeply engaged in their play. They enjoy accessing a wide range of stimulating learning experiences. For example, they explore a sand tray with ice shapes. Children test out their thinking and experiment with ways to melt the ice to reveal the hidden dinosaurs. During the activity, children share their in-depth knowledge of dinosaurs and staff eagerly listen. Children's behaviour is good. They understand and follow the routine well and are kind to each other.

Children have many opportunities to develop skills across all areas of learning. For instance, in the garden, they practise their gross-motor skills when climbing and jumping off structures they have made. This helps them to make good progress in their physical development. Children learn to manage their own risks and staff make good use of their discussions with children to teach them about keeping safe and healthy. For example, they talk to children about ovens being hot and remind children of what they need to do in an emergency.

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

- The manager has embedded a curriculum that focuses on children's communication and language development. Staff use every opportunity to broaden children's vocabulary and commentate on their play. They provide a language-rich environment. For example, they share stories with children throughout the day and use the language within the books in other activities. This leads to children being very confident communicators who express their ideas and thoughts well.
- Staff value each child as a unique individual. They help children to learn about British values. For example, they encourage children to use their manners and ask politely for things. Children have access to books and resources that reflect other cultures. However, staff do not fully extend opportunities for children to broaden their understanding of people, families and communities that are different to their own.
- Children immerse themselves in sensory experiences. For instance, in the mud kitchen, children enjoy exploring real vegetables. Children play imaginatively, pretending to dig for the vegetables before washing and cooking them. Staff interact well with the children during their play. They expertly extend and challenge children's thinking and knowledge through their use of questioning. Staff skilfully incorporate mathematics into children's play, encouraging them to count and talk about weight and length.
- Parents speak positively about the progress their children are making. They speak highly of the staff team and value the regular feedback they receive. Staff

work in partnership with parents. For instance, they hold regular meetings to keep parents informed of their children's learning and how they can support their children at home. Parents feel that their children are very well prepared for school.

- The manager and staff work in partnership with local primary schools. They take children to visit the school and invite the teachers into the setting. This helps children to become familiar with the adults that will be caring for them and supports them to prepare for school. However, the manager has not yet established links with other early years settings children attend to share information about children's learning.
- The manager identifies ways to give children further life experiences. For instance, staff take children to the local shops and on bus trips to purchase resources for activities. The manager ensures additional funding provides children with enriching experiences, such as creating a sensory garden to develop children's love of nature and teach them how to care for things.
- Staff promote children's independence well. They spend time teaching children how to do things for themselves, such as putting on their coats. Children demonstrate that they feel secure in the care of their familiar adults. Staff identify children who require additional support with their confidence. They deliver 'nurture group' sessions to help build children's self-esteem and develop their emotional literacy.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager has effective systems in place to monitor the ongoing suitability of the staff team. She ensures that staff keep their knowledge up to date. For example, she provides them with regular training and has developed a safeguarding information board for staff to refer to. Staff demonstrate a good understanding of how to safeguard children. They understand their roles and responsibilities and know what may indicate a child is at risk of harm. Staff are confident in the procedures to follow to raise a concern about a child. Staff ensure that the environment is safe for children, and they teach children why safety rules are in place. For example, they explain to children why the swing can only be used if an adult is nearby.

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

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

- extend further the opportunities for children to develop an understanding of and appreciation for different people and communities
- establish links with other settings that children also attend to share information and to promote continuity in children's care and learning.

## Setting details

<b>Unique reference number</b>	EY453048
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10228737
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	HOLLINGBURY PARK PRE-SCHOOL LTD
<b>Registered person unique reference number</b>	RP531947
<b>Telephone number</b>	01273551847
<b>Date of previous inspection</b>	13 December 2016

## Information about this early years setting

Hollingbury Park Pre-School first opened in 1970 and re-registered in 2013 under new, private management. The pre-school is situated in the Hollingbury area of Brighton, East Sussex. It is open each weekday, from 8am to 5pm, during term time only. There are five members of staff, four of whom hold appropriate early years qualifications at level 3 and one who holds a qualification at level 5. The pre-school receives funding to provide free early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Jade Orosz

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to 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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