

Inspection of Holme from Home Pre-school

Holme Slack C P School, Manor House Lane, Preston, Lancashire PR1 6HP

Inspection date: 3 March 2023

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 enthusiastically run and skip to the door as they enter this warm and friendly setting. From the second they enter, children demonstrate that they feel safe and happy. The curriculum is well thought out and is implemented well to engage children in play and learning. Staff have carefully thought about routines to support children's independence. For example, children self-register as they enter, identify their name and attempt to write it. All children make good progress and are well prepared for the next stage in their learning as they transition to school.

Staff have high expectations and are positive role models. Children's behaviour is very good. For example, they consider the needs of others and help each other to reach magnifying glasses as they search for worms in the outdoor area. Staff offer warm and consistent praise. Children beam with delight as staff praise them with terms such as 'that makes my heart go boom'. Staff place children's needs at the centre of all they do. As a result, children are engaged in a wide range of learning opportunities and demonstrate positive attitudes to learning.

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

- The curriculum has a clear intent and supports all areas of learning. Activities build on children's knowledge and interests. For example, children build their vocabulary as they discuss different animals that fly and exhibit physical skills as they pretend to fly, flapping their arms like wings. Learning evolves into children using binoculars and drawing their favourite bird. Children are confident and motivated learners.
- Children have multiple opportunities to develop new skills. For example, children retell a familiar story using finger puppets and enthusiastically search outside for minibeasts. These opportunities capture children's imagination and help to engage them in play. However, at times, staff can call children away from their play to do something else, which stops their play and impacts on their level of concentration.
- Staff promote communication and language very well. 'Words of the week' are incorporated into activities. For example, children have recently been thinking about 'space'. They have learned new words such as 'astronaut', 'alien', and 'planet'. Children use these words in their discussions. This demonstrates that children understand the meaning and can use them within context.
- Children who speak English as an additional language are well supported. Staff value all languages. For example, they learn keywords from home and explore different forms of writing, such as the Arabic script. This helps children to settle when they initially start as they have some familiarity.
- Children learn about personal care. For example, they know that they must wash their hands before eating and discuss healthy items to eat which would support

good oral health. Children relish playing outside throughout the day. They are beginning to understand the importance of exercise and leading a healthy lifestyle.

- Parents are extremely complimentary about the care their children receive. They share that 'staff are fantastic' and 'children grow and achieve so much'. Parents are involved in processes of assessment. Staff share ideas for home learning and support parents in helping their child. This flow of communication helps children to receive a consistency of care.
- Partnerships with other professionals are strong. Staff have built meaningful partnerships with teaching staff. For example, children are accompanied by staff on transition visits as they prepare to start school. This means that children are supported by familiar adults as they start school, which helps them to settle.
- The manager of the setting is an experienced and knowledgeable practitioner. The setting has recently had multiple new members of staff. The manager offers consistently high mentoring and support to new staff and has high expectations for the staff team. She is intent on supporting staff to offer the highest levels of care for children, so that children can develop and thrive.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of effective safeguarding practice. They attend safeguarding training and regularly discuss the procedures they would follow if they were concerned about a child's welfare. Staff take great care to make sure children are safe. For example, they make sure outside gates are locked before children go out to play and deploy themselves effectively so that children are never alone. Staff support children to consider their own personal safety. For example, they ask children to walk carefully around the room as they carry pencils and ask that children use digging tools with care.

What does the setting need to do to improve?

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

- review routines so that children have enough time to finish an activity before being asked to do another one, in order to maximise their learning.

Setting details

Unique reference number	EY302337
Local authority	Lancashire
Inspection number	10233669
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	20
Number of children on roll	20
Name of registered person	Holme from Home Pre-school Committee
Registered person unique reference number	RP903905
Telephone number	07812158102
Date of previous inspection	14 March 2017

Information about this early years setting

Holme from Home Pre-school registered in 2005. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one member of staff holds a qualification at level 2. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.30am until 11.30am and 12.30pm to 3.30pm, with lunch from 11.30am to 12.30pm. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

Information about this inspection

Inspector
Elisia Lee

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 the inspector completed a learning walk together to discuss the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed a sample of key documentation, including the evidence of staff suitability.

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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