

Inspection of Holmwood Pre-School

Wallington United Reform Church, Stanley Park Road, WALLINGTON, Surrey SM6 0EU

Inspection date: 26 September 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 arrive happy and are warmly welcomed by friendly and caring staff. The environment is engaging and encourages children to develop their curiosity and learning. Consequently, children feel safe and secure and they flourish. Staff know the children well and place a strong focus on children's well-being. New children settle quickly. Children form strong emotional attachments with staff, which effectively support their confidence and positive attitude to learning.

Children eagerly find what they would like to play with and quickly settle as they begin to explore the range of activities with their friends. Staff's interactions enhance children's learning as they play. For instance, children enjoy looking for insects, such as snails and woodlice. They excitedly listen to staff as they explain what they are and learn some facts about them. Staff introduce a range of vocabulary and are good role models for communication. Other children play cooperatively with cars, sharing the resources and giggling as they take turns. This helps children to build and nurture strong bonds with each other as they play.

Staff have high expectations of all children. They provide a consistent approach to managing behaviour, which helps children to feel valued and respected. Staff provide children with clear explanations of what is going to happen next, and remind them of how to walk safely up the stairs in a line. Children excitedly follow these instructions. They behave very well and are respectful.

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

- The manager and staff have a good understanding of the curriculum offered to the children. Staff gather information from parents about children's starting points, which helps them to understand the children's interests and what they already know and can do. This helps staff to know what they want children to learn and why. Staff quickly identify children's strength and gaps in their learning. They carefully plan activities based around children's interests, including for children with special educational needs and/or disabilities (SEND). As a result, all children make good progress in their learning.
- The manager and staff are committed to providing good-quality, inclusive care and education to all children. They work well together and regularly reflect on and evaluate their practice. They attend training and have supervision meetings. However, this could be expanded to further support staff's knowledge of policies to help to ensure consistency in their understanding and enhance outcomes for children.
- Staff work effectively to develop children's communication skills. For example, they talk a lot to children, give explanations, repeat what they say when it is unclear, and introduce a range of vocabulary. Staff read stories that children

know and love. They repeat phrases, words, and tongue twisters, such as 'wishy washy'. Staff are good role models. They speak to younger children clearly and introduce new words, such as 'slimy' and 'slippery' as they describe a snail. Staff ask older children open questions to extend their thinking skills.

- Staff provide children with plenty of opportunities to be physically active. Children have opportunities to ride bikes and other wheeled toys outdoors. Indoors, they have a large space in the hall to run, roll, dance and move in a variety of ways, which build their strength and agility. Children are provided with healthy snacks from home, and learn to wash their hands before eating. They plant and grow fruits and vegetables, which they eat. Children learn the importance of leading a healthy lifestyle.
- The manager and staff prepare children well for future learning and school. They provide opportunities for children to make marks and develop their writing skills. They learn to count backwards from 10 to one with staff's support, and know that when three different items are added together, they make three. Older children can identify numbers and know that when the long hand of the clock is on number nine and the short hand is on number 12 it is time to tidy up.
- Children are eager and confident learners. However, at times, opportunities to strengthen their independence are not used consistently well. For example, more could be done to encourage children to put on and take off their dressing-up costumes.
- Partnership with parents is good. Staff work closely with parents and professionals from other agencies to identify and provide effective support for children with SEND. Parents have the utmost praise for the pre-school and the 'professional' and 'caring' staff. They value the regular communication that they have with staff about their children's learning and the support provided to help children to continue their progression at home. Parents state that they have seen progress with their children's communication and social skills since they have started attending the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and know how to identify children who may be at risk of potential harm. The systems for reporting concerns are clear. Accidents are accurately recorded and regularly reviewed to identify any risk and, where necessary, action is taken to prevent any recurrence. Staff keep the premises clean, safe and secure indoors and outdoors. Children learn about keeping themselves safe as they walk up and down the stairs. Robust recruitment and induction procedures are in place to ensure that staff are suitable to care for children and that their ongoing suitability is assessed.

What does the setting need to do to improve?

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

- provide further support for staff to strengthen their understanding of the policies of the pre-school even more
- use opportunities consistently to encourage children to carry out simple tasks for themselves to enhance their self-help skills further.

Setting details

Unique reference number	EY461606
Local authority	Sutton
Inspection number	10308409
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	20
Name of registered person	The United Reformed Church (Southern Synod) Trust Limited
Registered person unique reference number	RP532514
Telephone number	02086698163
Date of previous inspection	21 March 2018

Information about this early years setting

Holmwood Pre-School registered in 1992. The pre-school is open from Monday to Friday during term time. Sessions are from 9.15am to 12.15pm. A lunch club operates on Monday, Wednesday and Friday from 12.15pm until 1.15pm. The pre-school receives free early education funding for children aged two, three and four years. There are six members of staff, of whom five work directly with the children. One staff member has qualified teacher status, three staff hold relevant qualifications at level 3 and one at level 2.

Information about this inspection

Inspector

Marvet Gayle

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 the evaluation of the provision.
- The manager and the inspector completed a learning walk together.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at a sample of the pre-school's documents. This included evidence of staff suitability and training.

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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