

Inspection of Hollies Road Pre-School Playgroup

Hollies Road Pre-School Playgroup, c/o St. Marks School, Fir Avenue, Halewood,
LIVERPOOL L26 0XR

Inspection date: 23 November 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 are greeted with a smile and a cheery word from leaders and staff, who take the time to welcome each child into the setting on arrival. Children are happy, settled and demonstrate that they are comfortable in their environment. They know the staff well and separate easily from parents. Interactions between staff and children are effective, with staff extending children's play and learning through sensitive questioning and supportive modelling. They encourage children's love of stories and song through daily activities. Staff model effective language and introduce children to new words, such as 'submarine'. This helps children to develop a love of reading and helps to extend their language and vocabulary.

Leaders and staff have high expectations for children's behaviour. Routines are well established and understood by the children, who know what is coming next. Staff encourage children to share and take turns. They teach them to respect their friends and support children to explore this through small-group activities. Leaders and staff offer a wide variety of experiences for children. They take the children out in the local area to visit shops to buy ingredients. They also go on trips to the library and for nature walks in the woods. Staff teach children to take controlled risks, such as how to use a zebra crossing to cross the road safely. These activities support children's knowledge of the community and the wider world around them.

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

- Leaders and staff plan and implement a well-sequenced curriculum. Focused activities are well planned to provide the necessary skills and knowledge children need to take their learning to the next level. However, intentions for self-initiated learning are less well planned and do not always meet the needs of the most able children. As a result, independent learning is less impactful on children's development.
- Staff teach children about the wider world through events and experiences that mean something to them. For example, they celebrate Spanish Day with food, music and learning about Spanish culture. Staff also invite parents and children to join them to celebrate events such as World Book Day, Halloween, and Christmas. This helps children to develop an understanding of the world around them.
- Children's good health is promoted well. They learn the importance of good oral health and participate in daily toothbrushing. They know the importance of washing their hands, to keep them clean and to stop the spread of germs. This helps children to learn about personal hygiene and how to help prevent infection and cross-contamination.
- Staff deliver interventions and follow plans provided by external agencies to help all children make progress. They make referrals to other agencies and

professionals, such as speech and language and occupational therapists, to ensure that children get the support they need to make progress, regardless of their needs and abilities.

- Parents feel involved in their child's learning. Staff provide parents with home-learning packs. These help them to keep up with what their child is learning and to support their learning at home. They also provide advice and support to parents on behaviour and toilet training. This promotes a coordinated approach to supporting children's learning.
- The new leadership team has a clear vision of what it wants from the setting and has worked tirelessly since its appointment to make improvements to practice. The team aims to implement a new performance management structure to be more effective in highlighting areas of training for staff in order to help improve outcomes for children.
- Supervisions are in place and are supported by staff observations. There is evidence that some of the actions identified from these observations have been implemented. However, leaders do not always focus on identifying the impact from actions taken. This means leaders cannot assure themselves of the effectiveness of the actions taken on improving outcomes for children.
- Leaders use additional funding effectively to enhance children's individual development. For example, some funding has been spent on purchasing equipment for a sensory den to support children with additional needs. This helps children to make progress in these areas and ensure their nursery experience is tailored to their needs.
- Leaders and staff support children to be polite and courteous. They model appropriate behaviour and encourage children to use manners. Children learn to identify emotions. This helps them to talk about their feelings and identify how their feelings affect others.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure the suitability of all staff working at the setting through rigorous recruitment processes. All staff attend training as part of their induction and at regular intervals thereafter. They are confident in who to go to if they have any concerns and follow the procedures set out in their safeguarding policy. Staff also know the process should they have concerns about another member of staff or the manager. Leaders monitor children's attendance and regularly check any patterns or absences. Risk assessments are completed daily to help ensure the premises are safe and secure. Fire evacuation practices take place regularly and are recorded.

What does the setting need to do to improve?

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

- focus more precisely on intentions for children's learning during free-choice activities so that learning opportunities are well matched to children's needs
- build on the supervision arrangements for staff that focus on the impact of actions taken on improving outcomes for children.

Setting details

Unique reference number	EY264603
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10307853
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	41
Name of registered person	Hollies Road Playgroup Committee
Registered person unique reference number	RP907448
Telephone number	07985 053 276 or 0151 345 8181
Date of previous inspection	8 March 2018

Information about this early years setting

Hollies Road Pre-School Playgroup registered in 2003 and is situated in the Halewood area of Merseyside. The pre-school is open from 9am to 3pm, Monday to Friday, term time only. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above.

Information about this inspection

Inspector
Michelle Highcock

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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