

# Holly Hill Pre-School

Sarisbury Parish Rooms, 217 Barnes Lane, Sarisbury Green, Hants, SO31 7BH



<b>Inspection date</b>	17 January 2017
Previous inspection date	26 January 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager has brought about clear improvements in the quality of teaching since the last inspection. The actions taken have been well targeted and successful. Teaching is now consistently good.
- Children develop independent skills. They enjoy being given small tasks to complete and willingly help the staff at snack time and when tidying up.
- There is a strong focus on developing children's communication and language skills in readiness for school. Staff talk clearly to children throughout their time at pre-school, introducing them to new words and encouraging conversation.
- The premises are clean, bright and welcoming. Much effort goes into making sure that a wide range of interesting activities and resources are accessible to the children each day.
- The staff work well together as a team. They are good role models, treating each other and the children with respect.
- Settling-in procedures work well and even very new children are able to join in happily with the pre-school routines.
- Parents are full of praise for the warm and approachable staff team.

### It is not yet outstanding because:

- New arrangements to improve the quality of teaching, such as peer observations, require sharpening to ensure that practice is consistently of very high quality. The manager needs to check that staff are learning from the feedback provided and changing their practice as a result.

## What the setting needs to do to improve further

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

- continue to develop the effectiveness of staff observations, coaching and mentoring so that teaching is consistently of a very high quality.

### Inspection activities

- The inspector spoke to some parents and took their views into account.
- The inspector observed the quality of teaching and children's learning both inside and outdoors.
- The inspector carried out a joint observation with the owner of the pre-school.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector sampled documentation such as children's learning journals, staff records and the pre-school's self evaluation.

### Inspector

Penny Fisher, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

The dedicated manager has taken prompt and effective action. Comprehensive progress checks are now carried out on the learning and development of all children, including the statutory check for those aged between two and three years. This ensures that any possible gaps in their development are identified early and appropriately shared with parents. Furthermore, the manager carefully analyses information about children's learning to identify any potential gaps in the activities, resources and teaching provided. Accurate self-evaluation makes good use of the views of staff, children and parents at the setting. Safeguarding is effective. Staff supervise children carefully. They know the children well and are alert to changes in children's behaviour. Children are learning how to keep themselves safe such as when walking to the village green using the walking rope.

### Quality of teaching, learning and assessment is good

Children make good progress and are keen learners. Most children concentrate well. For example, they listen carefully to the sounds that lentils make as they fill and empty containers. Staff provide a running commentary as children play, asking open-ended questions that encourage the children to develop their ideas. Staff work well in partnership with parents to improve outcomes for children. Parents are frequently asked for information about what their children enjoy, know and can do. This helps staff to identify appropriate next steps in the children's learning. These are shared with parents so that they can continue children's learning at home. Additional funding is used well. For example, resources have been purchased to support the development of children's communication and language skills and staff have received specific training in this area of learning.

### Personal development, behaviour and welfare are good

Children are well behaved. They show consideration and kindness to each other and are beginning to understand the need to share their resources such as when they offer their toys to other children to help them join in their play. Children are learning to take turns when playing games. For example, they spontaneously introduce the use of a sand timer into their play to ensure everyone can have a go. Parents appreciate the great care that staff take to accommodate children's health needs. Good relations and transition arrangements with the local schools mean that children are well prepared for when they move on from pre-school.

### Outcomes for children are good

Children are busy, happy and well occupied. For example, children spend a long time building a train track. They develop problem-solving skills as they estimate how many pieces they need to fill a gap in the track. They often practise their physical skills, such as when they try to balance beanbags on their heads. Very young children show perseverance as they continue to keep trying when the bags fall off. Children respond well to praise and take pride in their achievements, for example, when helping to carry the tray while preparing for snack time. Children are generally confident and friendly. They spontaneously use good manners, saying please and thank you at snack time.

## Setting details

<b>Unique reference number</b>	EY306963
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1073681
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Amanda Claire Williams
<b>Registered person unique reference number</b>	RP514519
<b>Date of previous inspection</b>	26 January 2016
<b>Telephone number</b>	01489 577572

Holly Hill Pre-school opened in 2005 and operates from the Parish Rooms at Sarisbury Green, near Southampton. The group opens five days a week during school term time only. The pre-school operates on Mondays from 9am to 3pm, on Tuesdays and Fridays from 9am to 12 noon, and on Wednesdays and Thursdays from 9am to 1pm. There are six staff employed to work with the children, including a manager. All staff hold early years qualifications at level 3.

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