

Hollyfield Pre-School Nursery Limited

Inspection report for early years provision

Unique reference number 228917
Inspection date 29/01/2010
Inspector Fiona Robinson

Setting address Hollyfield Road, Sutton Coldfield, W Midlands, B75 7SG

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hollyfield Nursery was registered in 1993. It operates from purpose built premises within the grounds of Hollyfield Primary School and serves the local and surrounding areas. The children have access to a secure outdoor play area. There is disability access to the building. The setting is open all year around, except for two weeks at Christmas and the last four weeks of the summer holiday; opening times are from 8:00am until 6:00pm. The setting offers a before and after school service to Key Stage 1 children from Hollyfield Primary School. The setting is registered to care for 50 children at any one time. There are currently 126 children on roll who attend for a variety of sessions. Of these, 67 children receive funding for nursery education. There are 12 staff who work with the children, 10 of whom hold relevant early years qualifications to Level 3 or above. Another member of staff is working towards this. The setting provides for children with special educational needs and/or disabilities, and children with English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting receives support from the local authority and holds a Gold Quality Framework award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is exciting and stimulating and children behave very well and enjoy the activities provided. The excellent relationships between staff, parents and carers and the host school help all children to feel valued and fully included in very well-planned activities. Staff are very knowledgeable about children in their care and take into account their individual needs and interests. The manager and staff have an excellent understanding of the strengths and areas for improvement and there is an outstanding capacity for continued improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing provision for the forest school experience.

The effectiveness of leadership and management of the early years provision

Staff have an excellent knowledge of safeguarding procedures and comprehensive policies and these are fully implemented to ensure that children are safeguarded from harm and neglect. They are very well cared for in a secure and inclusive environment. Risk assessments are carried out regularly to ensure safe indoor and outdoor environments. Security within the setting is excellent and parents are fully aware of the robust collection procedures. Children feel secure and respond very

well because they receive excellent care and support.

Partnerships with parents and carers are outstanding, because staff work in partnership with parents to ensure individual needs are met. Feedback from parents indicates that staff are professional and friendly and offer a high quality of learning and play. Parents are kept very well informed of their children's achievement and progress by the key workers. Extra care and sensitivity is shown towards children with special educational needs/and or disabilities. Children are also given excellent support who have English as an additional language and there are strong links with outside agencies. Parents are invited into nursery on a regular basis and have attended literacy, numeracy, creative and physical parent's workshops. These are enjoyable and very well attended. There are also excellent links with the host school and staff work hard to ensure the transition stage is smooth and share information effectively. Newsletters and the parent's notice board keep everyone well informed of future events.

The manager provides excellent, inspirational leadership for the setting. She ensures that outstanding self-evaluation systems reflect the views of staff, parents and children. They are well qualified and continuously access regular training courses. They are well qualified and experienced and have an excellent understanding of strengths and areas for development. Excellent progress has been made in addressing the recommendations made at the time of the previous inspection, and they continue to provide children with excellent opportunities to develop their creativity. Staff use their observations very effectively to plan the children's next steps in learning. Staff are proud of the gold award they have gained for quality assurance entitled 'Quality Framework'. Manager and staff actively promote equality and diversity. Children are fully integrated and play sensibly in a spacious, well-organised environment. They consider their main strength is to utilise their specialisms and diverse backgrounds to enrich the children's experiences at the nursery. Regular appraisal of staff is carried out and they regularly attend staff meetings and training. Their main area for development is to further develop the forest school experience in the outdoor environment.

The quality and standards of the early years provision and outcomes for children

Children are cared for in a wonderful, inclusive environment. Staff regularly meet to plan activities and a very effective key staff system ensures the children experience continuity of care. Children settle very quickly and enjoy learning through practical activities and play.

Children's health is promoted very well through physical exercise and healthy eating. They are encouraged to make healthy choices at snack time such as fruit and hummus. They freely access drinks and develop an excellent knowledge of keeping safe as they make vegetable kebabs. Children learn how to use equipment safely as they make 'shape' sandwiches and pizzas. They happily join in with physical activities and enjoy exercising in their own personal gym in their role play area. Children are very well behaved because staff have high expectations and are excellent role models.

Children enjoy going swimming on a weekly basis and make excellent progress. They show an interest in creating wonderful, glittering rainbow fish and enjoy listening to the story. They are curious to explore the outdoor environment when they go on a bear hunt in the nearby park and enjoy making porridge for 'Goldilocks and the Three Bears'. They enjoy singing counting rhymes like 'Five Little Ducks' and most can count to 10 and beyond. There is an excellent balance of adult-supported activity and those chosen by the children themselves in both the nursery and the before and after school club. Children are keen to use technology in their activities. Their skills are developed very well through topics such as 'Autumn' and 'Winter'. Festivals such as American Thanksgiving, Diwali and Christmas enrich the children's experiences and understanding of other customs and cultures. Staff create wonderful displays to stimulate children's interest. The nursery enjoys excellent partnerships with parents and the community and excellent support is given for fundraising by parents and the Friends of the nursery. Wonderful trips and visits occur during holiday time, for example, to Walsall Arboretum. Children develop their independence very well in this setting and are very well prepared for future learning experiences.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met